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1985

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INTRODUCTION

by

Timothy W. Sineath

This volume is the sixth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first report in 1980. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members or associate members of ALISE (formerly AALS). Member schools are the schools whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. Associate membership in ALISE is open to programs which offer "a graduate degree in librarianship or cognate field" that have not been accredited by the American Library Association (Article II, Section 5 of the ALISE By-laws).

The Authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Janet Phillips, Executive Secretary of ALISE, being responsible for publication of the Report. In addition, the support staff of the authors' institutions have made invaluable contributions to the preparation of the manuscripts of the various parts of the report.

The 1985 Report is arranged in much the same pattern as the previous editions. The new section entitled Summary and Comparative Analysis began with the 1983 edition will continue in the current edition. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. Faculty - Gary R. Purcell, Tennessee
2. Students - C. Glenn Sparks, Texas
3. Curriculum - Margaret Knox Goggin, Denver
4. Income and Expenditures - Fred W. Roper, North Carolina, Chapel Hill
5. Continuing Education - Timothy W. Sineath, Kentucky
6. Summary and Cooperative Analysis - Kathleen M. Heim, Louisiana

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were considered and approved by the Committee as a whole. Each section has separately numbered paging with the page numbers preceded by an alphabetical designation. The tables are numbered separately from each section. Roman numerals are used to designate the section numbers and Arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. The committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Gary R. Purcell (Tennessee), requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section and the remainder of the report were collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In the remainder of the report individual schools are identified as deemed appropriate by the author of that section of the report.

The response rate to the questionnaire reached 100 percent in 1982. The 1984 response rate was 93 percent and the current report reflects a response rate of 97 percent. Two schools, Chicago and Long Island, did not respond in time to be included. Among the Associate Member Schools only (26 percent) schools responded. However, since there is no other source of information about these programs the committee will continue to make every effort to gather data about them.

Single copies of the report are available at cost for schools which have contributed data to the edition. Copies of the report are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing that data and the compiling of the report was underwritten by the six participating schools and the authors of each section. ALISE would like to thank the responsible persons in each school for their contributions to this report. Without the many hours of work by these individuals and the Committee, this project would not be possible.

Margaret Knox Goggin has written the "Curriculum" section of the report for the previous two editions. This will be the last year on the Committee for Dr. Goggin. Her authorship of this section of the report has been an important contribution to its success. The Committee is grateful to her for her valuable assistance and wishes also to thank her institution: The University of Denver.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was ably written by Gary R. Purcell.

In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" has been added. This section includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section will continue to be a valuable addition to an already much used report and that it continues to increase the access to and utility of the report and thereby furthering our understanding of library and information science education.

Timothy W. Sineath
Editor and Chair
ALISE LIBRARY AND INFORMATION
SCIENCE EDUCATION STATISTICS
COMMITTEE

Faculty

by

Gary R. Purcell

As in previous reports, faculty data included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of each of the 66 library education programs that held full membership in the Association for Library and Information Science Education (ALISE) on January 1, 1985. Also included in Part I (beginning on page F- 2) is a compilation of similar data provided by 9 of the library education programs that were associate-members of ALISE at that time. Associate membership in ALISE is available to academic units (schools, divisions, departments, programs, etc.) that offer "a graduate degree in librarianship or cognate field" that has not been accredited by the American Library Association. (Article II, Section 5 of the ALISE Bylaws).

Part II of the faculty section of this report (beginning on page F-51) has been compiled from information provided by all 66 of the ALISE member schools and 8 of the ALISE associate-member schools in response to the faculty section of the general questionnaire prepared by the Association for Library and Information Science Education.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1985. Part II, however, provides information that pertained to the schools during the fiscal year 1983-84 (July 1, 1983, to June 30, 1984). In requesting the data appearing in Part I, the writer assured each dean and director who responded that there would be complete confidentiality of the information supplied. Thus, in this report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, sex, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the twelfth survey of faculty salaries and related data pertaining to library education that are a part of this series. Ten of the previous eleven were compiled and reported by Russell E. Bidlack, former Dean of the School of Library Science at the University of Michigan. This is the second compiled and reported by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to ensure comparability of data from year to year. Data were provided by the chief executive officers of the 66 library schools that were institutional members of ALISE on January 1, 1985. The 66 schools reporting this year are the same ones that reported last year. Thus, for the first time in several years, the configuration of ALISE member schools reporting in Part I is identical for two successive years.

The is the sixth successive year that ALISE associate institutional member schools have been included in the survey, with 9 schools responding this year to the request for data.

The chief executive officers of the library schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1985. The categories of information requested were: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1985 were included only if they received a full salary during their leave.

The 66 ALISE member schools included in this portion of the faculty report are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Ball State; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Missouri; Montreal; SUNY Albany; SUNY, Buffalo; North Carolina; North Carolina Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody College of Vanderbilt; Pittsburgh; Pratt;

Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

In keeping with a long standing institutional policy regarding the release of salary data, two schools declined to provide this information. As in the past, salary data were not reported by Brigham Young and Chicago.

The number of full-time faculty members at the 66 ALISE member schools, including deans and directors, totaled 650, down from 658 last year. This number does not include unfilled positions, or faculty members on leave, unless they were receiving full salary during that leave. The number of full-time faculty in the 66 schools ranged from a low of 4 in one school to a high of 28 in one school. The average faculty size for the schools was 9.87 which represents a reduction of .12 of a position from last year's average of 9.97. It represents a slight drop, but is a continuation of the trend that dates back to 1974, when these data were first compiled. Table I-1 shows that the average number of faculty members has declined each year since 1974 for a total of 1.81 faculty members per school.

TABLE I-1:
Average Faculty Size, ALISE Members Schools, 1974 to 1985

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85

Table I-2 shows the variation in the number of full-time faculty among the 66 responding schools on January 1, 1985. This table shows that as of that date, more than half of the ALISE member schools had full-time faculties of 9 persons or less, including the dean or director. This was also true in 1983 and 1982. However, it also shows that the faculty size most commonly found among the schools in 1985 is 8 (12 schools reporting this size). Last year the most common size was 9 (15 schools reporting). This reflects a decrease of 1 faculty position in the mode for faculty size.

TABLE I-2:
Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School, Among 66 ALISE Member Schools on January 1, 1985

Number of Full-time Faculty	Number of Schools	Percentage of Total (66)
4	1	1.50
5	1	1.50
6	6	9.09
7	6	9.09
8	12	18.18
9	10	15.15
10	7	10.60
11	4	6.06
12	5	7.57
13	6	9.09
14	3	4.54
15	3	4.54
17	1	1.50
28	1	1.50

Of the 650 full-time faculty, including deans and directors, on January 1, 1985, in the 66 responding member schools, 375 (57.7 percent) were males, 275 (42.3 percent) were females. An examination of Table I-3 shows that this is virtually the same ratio and same total numbers as in 1984. In fact, although the percentage of female faculty members is now at its highest level since the collection of these data began in 1976, the change in the ratio between male and female faculty members has been only very slight during the entire time from 1976 to the present.

TABLE I-3:
Male-Female Ratio of Full-time Faculty, ALISE Member Schools, 1976-85

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41.0
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3

Table I-4 shows the 1984-85 male-female faculty ratio according to faculty rank in contrast to the ratio for 1975-76, the earliest date for which these data were collected. The table also reports the ratio for 1983-84, the previous reporting period. Because the number of schools reporting as ALISE member institutions changes from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1975-76, 41.5 percent of the faculty in all ranks (including deans and directors) were women. In 1984-85, 10 years later, that number had increased to 42.3, only a very minimal increase in the ratio of female to male faculty members. However, there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident is at the assistant professor level (from 46 percent to 61.1 percent).

At the associate professor level the change has actually resulted in a decrease, from 45.7 percent in 1975-76 to 36.2 percent in 1984-85. Last year, this writer speculated that this might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. However, this writer is not confident that the decrease in the percentage of female to male associate professors is as easily explained as this. There is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for the continued lower than expected percentage of female faculty members at the associate professor level.

At the professor level there has been a slight increase in the ratio of females to males, from 29.5 percent in 1975-76 to 31.2 percent in 1984-85. There is actually a decrease of 4 female full-professor faculty members from last year, and a decrease from last year's percentage of 35.6. On the other hand, there is a noticeable increase in the number of female deans and directors from last year, from 17 in 1984 to 21 in 1985. However, it should not be concluded that the increase in the number of female deans and directors is responsible for the decline in the number of female full professors.

When comparing the percentage of female to male deans and directors in 1975-76 (19.7 percent) to that in 1984-85 (32.3 percent), it is evident that there has been a substantial increase. In 1975-76, there were 12 female deans and directors; in 1984-85 there are 21. The direction of this increase is encouraging in that it is a move in the direction of more equitable representation of women in administrative posts in this field, in relationship to the ratio of women to men in library education, and in librarianship.

TABLE I-4:
Changes in Male-Female Ratio of Full-time Faculty From 1975-76 to 1984-85

1975:76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.4%)

1983-84 (66 schools, 658 full-time faculty)

Number	Rank	Males	Females
66	Deans and Directors	49 (74.2%)	17 (25.8%)
175	Professors	116 (66.3%)	59 (33.7%)
219	Associate Professors	141 (64.4%)	78 (35.6%)
171	Assistant Professors	66 (38.6%)	105 (61.4%)
16	Instructors	3 (18.8%)	13 (81.2%)
9	Lecturers	3 (33.3%)	6 (66.7%)
2*	No academic rank	1 (50.0%)	1 (50.0%)
658		380 (57.8%)	278 (42.2%)

1984-85 (66 schools, 650 full-time faculty)

Number	Rank	Males	Females
65**	Deans and Directors	44 (67.7%)	21 (32.3%)
176	Professors	121 (68.8%)	55 (32.2%)
213	Associate Professors	136 (63.8%)	77 (36.2%)
167	Assistant Professors	65 (38.9%)	102 (61.1%)
12	Instructors	2 (16.6%)	10 (83.4%)
14	Lecturers	7 (50.0%)	7 (50.0%)
3***	Other	0	3
650		375 (57.7%)	275 (42.3%)

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* Three persons are identified as members of faculties but do not hold faculty rank.

** Only 65 deans and directors are listed because one school was awaiting the appointment of a permanent dean, and during the interim, the director of the university library was serving as acting dean. The report did not include any information about the acting dean, and to include it would have been misleading because of the circumstances.

*** This includes persons not holding academic rank, but still considered as members of the faculty of their respective schools.

Among the 66 ALISE member schools reporting, there were 11 appointments of new executive officers between January 2, 1984 and January 1, 1985. This represents a change in leadership of 16.7 percent, only three positions less than the all time high of 15 (22 percent) in 1982-83. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library education. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). This totals 54 new appointments of executive officers from 1980-81 to January 1, 1985. Considering the fact that there are only 66 ALISE member schools, and some of the positions have been held by incumbents for several years, it seems to this writer that this is a high turnover among executive officers of some library education programs.

Of the 11 new deans and directors in 1984-85, 3 were serving in an "acting" capacity on January 1, 1985. (Michigan also had an acting dean during this period, but he was not included on the report because he was the director of the university library. As a consequence, Michigan will not be included in any of the analyses for deans and directors). Of the 8 regular appointments, 4 were males and 4 were females. One dean included in this grouping, had served as acting dean and was named to be dean in 1984. Following is a list of the 11 schools with new executive officers:Alberta (Dean); Arizona (Acting Director); Berkeley (Acting Dean); Columbia (Acting Dean); Maryland (Dean); McGill (Director); Missouri (Dean); Queens (Director); Texas (Dean); Toronto (Dean); Western Ontario (Dean).

The breakdown of the administrative titles of the executive officers of the 65 ALISE member schools on January 1, 1985 is reported in Table I-5.

TABLE I-5:
Titles of 65 Heads of ALISE Member Library Schools, January 1, 1985

Title	Number	Percent*
Dean	37	56.9
Acting Dean	5	7.7
Director	13	20.0
Acting Director	1	1.5
Interim Director	1	1.5
Chair	5	7.7
Acting Chair	1	1.5
Executive Office	1	1.5
Coordinator	1	1.5

Of the 65 deans and directors (including chairs, the coordinator, and those holding acting status), 47 (72.3 percent) held the rank of professor. Of these 47, 37 were males (78.7 percent) while 10 (21.3 percent) were females. Fifteen were associate professors and of these, 9 (52.9 percent) were males and 8 (47.1 percent) were females. Three did not hold tenure at the time of the report; 2 males and 2 females.

Of the 44 males who were executive officers of ALISE member schools on January 1, 1985, 42 (95.5 percent) had earned doctorates. Of the 21 female executive officers, 19 (90.5 percent) had earned doctorates. Of the 4 persons who did not hold the doctorate, 3 held the master's degree in library science while one held the BLS degree.

Considering the entire population of deans and directors of ALISE member schools on January 1, 1985, 61 (93.8 percent) held an earned doctorate. This percentage is down from 1982-83 when the percentage was 95.5. This is the second year in the reversal of a trend of recent years where the percentage of executive officers holding an earned doctorate increased. For example, in 1982, the percentage was 94.2 and in 1981, 89.9.

Of the 61 doctorates held by deans and directors, 47 (72.3 percent) were in library and/or information science. The number is the same as last year and the percentage is roughly the same as the past few years. Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALISE member schools.

TABLE I-6:
Disciplines of the Doctorates Held by 61 Heads of ALISE Member Schools, January 1, 1985

Library and/or Information Science	47
Communications	2
Education-Administration	2
Education	1
Higher Education	1
Urban Education	1
Instructional Technology	1
English	1
History	1
Electrical Engineering	1
Mathematics	1
Political Science	1
Zoology	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 58 deans and directors of ALISE member schools located in the U.S., 52 were white and 6 are from minority ethnic origins, compared to 5 from minority ethnic origins, reported last year. Of the 6 who were from minority origins, 6 were Black and 1 was Asian Pacific.

Age groupings were requested for deans and directors as well as all faculty members and the categories for deans and directors for each school (except for 3 schools that did not report the age of the dean) are reported by category, in Table I-7.

TABLE I-7:
Age Categories of 63 Heads of ALISE Member Schools
January 1, 1985

Age Grouping	Number	Percentage
65-69	2	3.2%
60-64	6	9.5%
55-59	23	36.5%
50-54	16	25.4%
45-49	7	11.1%
40-44	7	11.1%
35-39	2	3.2%
Total	63	

This table shows that 47 (74.6 percent) of the executive officers of the 63 reporting library schools were 50 years of age of older on January 1, 1985. This is the same percentage as last year, although the number has increased. For 1984, the percentage was 67.7 percent, for 1983 it was 66.7 percent, and for 1982 it was 68 percent. If acting deans and directors are excluded, the figure for January 1, 1985 is 75.9 percent. Table I-7a reports age category information for schools exclusive of persons who are acting deans or directors.

TABLE I-7a: Age Categories of 58 Heads of ALISE Member Schools, Exclusive of Those With Acting or Interim Appointments, on January 1, 1985

Age Grouping	Number	Percentage
65-69	2	3.45%
60-64	5	8.60%
55-59	21	36.20%
50-54	16	27.60%
45-49	7	12.10%
40-44	5	8.60%
35-39	2	3.45%
Total	58	

This table shows that roughly 12 percent of the deans and directors who held regular appointments were 60 years of age or over. Table I-7b shows this distribution by sex and indicates that a larger percentage of female deans and directors were 60 years of age or older (23.8 percent) than was true of their male counterparts (only 2.4 percent). This is a major decrease in percentage of both male and female deans and directors over 60 as reported last year. The 1983 report noted that due to the policies in existence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within five years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there will be another wave of retirements.

TABLE I-7b:
Age Categories, on January 1, 1985, of 63 Heads of ALISE Member Schools Divided by Sex

Age Grouping	Males	Females
65-69	1	1
60-64	2	4
55-59	20	4
50-54	7	8
44-49	5	2
40-44	6	1
35-39	1	1
	42	21

Salary figures as of January 1, 1985, were reported for 63 deans and directors of ALISE member schools (all school reported except Brigham Young and Chicago, both of which have institutional policies that prohibit the reporting of salary data, and Michigan, where the director of the library was serving as acting dean). Of these 63 deans and directors, 57 held fiscal year (11 or 12 month) appointments and 6 held academic year (9 or 10 month appointments). Of those holding fiscal year appointments, 37 were males and 20 were females. Of the 6 who held academic year appointments, 5 were male and 1 female.

In last year's report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. Last year's high salary for deans and directors was an academic year salary at a Canadian school and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure is $79,000, so again, the $80,000 barrier has not been breached. The 1985 salary data show, that 4 deans and directors now have salaries that exceed $70,000. Three of these are in U.S. schools and one is in a Canadian school. All are fiscal year appointments. Several other deans and directors have salaries near $70,000 and next year the number that exceed this figure will undoubtedly increase.

In previous years, the writers of this section have discussed the issue of the difference between salaries paid in Canadian schools and schools located in the U.S. There is always the question of whether the exchange rate that exists for currency in the two countries should be taken into consideration, in order to facilitate comparison of salaries paid in the U.S. and Canada. It is true that the salary figures in the past have shown that Canadian salaries are higher than those in the U.S. Some have commented that the exchange rate should be used as a control variable leading to an equalization of data.

In the past, when dealing with this issue, Russell Bidlack concluded that the Canadian-U.S. cost-of-living differences should be also be considered if the exchange rate were considered. Also, if cost-of-living differences were applied to Canada, it would be appropriate to apply them to various cities or regions of the U.S., thus making the reporting procedure very complicated. Dean Bidlack's conclusion was that the best procedure was to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for the U.S. and Canadian schools. This solution is the one adopted by this writer last year and would seem to be the only practical one, for to do otherwise would result in a lack of comparability of the data from year to year. Therefore, this will be the policy followed as long as this writer is responsible for collecting data for the faculty section.

The salaries for the 58 deans and directors with fiscal year salaries (including those in an acting capacity) ranged from a high of $79,000 to a low of $30,382. The mean salary for the 57 deans and directors with a fiscal year appointment was $53,003 (median $53,520). When the 5 acting deans are removed from this analysis, the mean salary of those who hold regular appointments drops to $52,118. Eliminating the deans and directors of Canadian schools from the analysis, the average salary of the remaining 45 deans and directors of U.S. schools who had regular fiscal year appointments on January 1, 1985, was $51,901 (median $50,350).

An analysis of the 6 deans and directors that receive their salaries on an academic year basis shows a range from a high of $63,000 to a low of $30,564. The mean for deans and directors on academic year appointments was $42,052. In 1985, all of the academic year salaries were for U.S. schools.

Of the 57 deans and directors on January 1, 1985, who held fiscal year appointments and who reported their salaries, (including acting deans), 37 were males and 20 were females. For the 37 males, the mean salary was $56,947 (median $55,000). This is an increase in the mean salary for male deans and directors of $3,813 over January 1, 1984, for a percentage increase of 7.2 percent. For the 20 female deans and directors who hold fiscal year apointments, the mean salary on January 1, 1985, was $45,694 (median $46,575). The mean salary of female deans and directors was $11,253 less than their male counterparts. This compares with a difference of $6,674 reported for 1984 and $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salary for male and female deans and directors in one year is startling. Whatever the explanation of this differential might be, it means that the mean salary of female deans and directors is only 80 percent of their male counterparts. Table I-7c shows the mean salary of deans and directors, by sex, from 1975-76 to 1984-85. By observing this table, one can observe that there has been a decline in the differential from 96.7 percent in 1975-76 to 80 percent in 1984-85.

Although the salary differential is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that all 10 of the highest salaries are received by males. On the other hand, 8 of the lowest 10 salaries are received by females. Other factors such as longevity, region, academic qualifications, and the size of the school might enter in to the equation. However, regardless of the possible explanations for this differential, the significant increase over the previous year is a serious setback for the objective of achieving equitable salaries and reducing the salary differential by sex.

TABLE I-7c:
Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1985

	1975-76	1976-77	1977-78	1978-79
	(55)	(56)	(54)	(60)
Males and Females	$31,395	$33,261	$34,935	$36,975
Males only	$31,644	$33,494	$35,156	$37,306
Females only	$30,273	$32,407	$34,074	$35,499

	1979-80	1980-81	1981-82	1982-83
	(58)	(58)	(61)	(59)
Males and Females	$39,485	$42,628	$45,653	$48,405
Males only	$40,713	$43,799	$47,367	$50,509
Females only	$35,234	$37,622	$40,830	$43,207

	1983-84	1984-85
	(57)	(58)
Males and Females	$51,261	$53,793
Males only	$53,134	$56,947
Females only	$46,460	$45,694

An analysis of this table shows that for the 58 deans with fiscal year appointments (including acting deans and heads of Canadian schools), there was an average salary increase of 4 percent over last year. Among the 6 schools where the dean or director held an academic year appointment on January 1, 1985, the salary increase was approximately .04 percent. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages shown here only indicate salary improvements from the positions rather than improvements for individuals.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 65 deans and directors with regular and acting appointments. As the table shows, on January 1, 1985, 15 deans and directors had held their administrative positions for 10 years or more. This represents 22.7 percent of the ALISE member schools reporting in this survey. At the other end of the longevity spectrum, 21 deans and directors have been appointed to their present position since January 1, 1983, a period of only 2 years. If one includes the 9 persons holding acting or interim appointments in this analysis, this means that 32.3 percent have held their position no longer than two years. If the interim appointment at the University of Michigan is included, this number increases to 22 (33.3 percent). This would seem to be a high rate of turnover among the chief executive officers of the library education programs in the U.S. and Canada.

TABLE I-8:
Year of Appointment of the Heads of 65 ALISE Member Schools With Regular and Interim Appointments on January 1, 1985

Year	Number	Year	Number
1965	1	1976	2
1966	0	1977	1
1967	1	1978	2
1968	2	1979	3
1969	0	1980	3
1970	1	1981	6
1971	2	1982	10
1972	1	1983	7
1973	3	1984	13
1974	2	1985	1
1975	2		

It has always been difficult to provide meaningful data regarding the full-time faculty who assist the executive officer in administering the library school, because in most instances these faculty members have reduced teaching loads, and because their administrative roles, as well as their rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included.

Of the 66 ALISE member schools reporting for 1984-85, 21 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is a decrease of 3 from 1983-84. Three of the 21 schools had 2 or more faculty members with such appointments, for a total of 26 individuals. Of the 26 associate (assistant, etc.) deans and directors in 1985, 5 were newly apointed to this post during the year under review. In 1983-84, 23 (out of 66) schools had these positions, in 1982-83, 25 schools (out of a total of 68) had such posts, whereas in 1981-82, 28 schools (out of 69) and in 1980-81, 34 schools (out of 69) were in this category. Thus, in 1981-82, almost half of the schools had one or more associate (assistant, etc.) deans and directors. Five years later, in 1985 that percentage had shrunk to about 35 percent. This writer noted last year that it would appear that the elimination of this post is used as a means for schools to cut back on expenditures.

It should be remembered that this portion of the ALISE statistical report deals only with full-time faculty. A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9:
Faculty Holding Administrative Titles, 1984-85, Among ALISE Member Schools

Title and Rank	Number
Dean of Students	1
Lecturer	
Associate Dean	
Professor	11
Associate Professor	2
Assistant Professor	0
Sr. Lecturer	1
Librarian	1
Assistant Dean	
Associate Professor	2
Assistant Professor	5
Associate Director	
Associate Professor	1
No Academic Rank	2

Of the 26 associate (assistant, etc.) deans and directors, 14 (53.5 percent) were males while 12 (46.4 percent) were females. Compared to 1977-78, the representation of women in this group has improved. In 1977-78 there were exactly twice the number of males (24) than females (12) in the associate (assistant, etc.) deans and directors group.

Of the 26 individuals being considered here, 17 (10 males and 7 females) had fiscal year appointments, while 9 (4 males and 5 female) had academic year appointments.

For the 17 with fiscal year appointments, the high salary was $67,884 (a male), while the low was $31,230 (a female). The mean salary for the 10 males was $47,660 while for 6 females (the salary for one female was not provided) the mean was $41,807. The mean for the males and females combined was $44,730.

For the 9 associate (assistant, etc.) deans and directors holding academic year appointments (4 males and 5 females), the high salary was $49,245 (a female professor) while the low was $22,500 (a male professor). The mean salary for the 4 males was $34,817; for the 5 females the mean was $44,655. For the 9 males and females combined the mean was $40,283.

Because the salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities, and because most have substantial teaching responsibilities, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in any tables that follow under their academic rank.

Between January 2, 1984 and January 1, 1985, exclusive of deans and directors, 39 new faculty members were appointed. This compares with a total of 47 last year, and 47 the previous year. Table I-10 provides a basis for comparing the annual number of new faculty apointments over the past 9 years. In earlier reports, this table has included deans and directors, including those with acting or interim status, even when apointed from within their own faculties. The marked increase of acting or interim deans and directors tends to skew the figures, however, so for this table the numbers have been recalculated over past years, as well as in 1984-85, to exclude all deans and directors.

TABLE I-10:
Ratio of New Faculty Appointments to Total Faculty, Exclusive of Deans and Directors, 1976-1985

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	636	51	8.0
1976-77	64	643	44	6.8
1977-78	64	620	59	9.5
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0

The following table shows the sex of the 39 new faculty members appointed to tenure track positions in the various faculty ranks between January 2, 1984 and January 1, 1985, in member schools.

TABLE I-11: Rank & Sex of 39 New Faculty, Exclusive of Dean and Directors, Appointed Between January 2, 1984 and January 1, 1985

Rank	Males	Females	Total
Professor	3	0	3
Associate Professor	4	2	6
Assistant Professor	10	15	25
Instructor	1	3	4
Lecturer	0	1	1
Total	18	21	39

Of the new associate professors, 4 received academic year appointments in U.S. schools, and 2 received fiscal year appointments (1 in a Canadian school and one in a U.S. school). All held earned doctorates. Their age categories were: 1 from 30-34, 1 from 35-39, 2 from 40-44, 2 from 50-54. Only one was appointed with tenure. There were 2 persons newly appointed to the rank of professor. Both were male, and both were appointed with tenure. One was a U.S. appointment and one was a Canadian appointment.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 25 new assistant professors appointed to permanent positions in 1984-85, (25 in 1983-84). In 1982-83 and 1981-82, there were 29 each year, and 28 in 1980-81. The figures for these years show that there has been a slight decrease from 1980-81. Of the 25 new appointees in 1984-85, 10 were males (40.0 percent) and 15 were females (60 percent).

Among the 25 new assistant professors, 21 had completed their doctorates by January 1, 1985. Of these, 9 were males and 12 were females. None was given immediate tenure. By discipline, the 21 new assistant professors with earned doctorates fell into the following:

Library Science	8
Information Science	2
Library Science/Information Science	4
Education and Library Science	1
Information Retrieval	1
Educational Media	1
Child and Young Adult Literature	1
Philosophy	1
Cognative Psychology	1
Land Resources	1

Of the 25 new assistant professors in 1984-85, 2 were in Canadian schools and 23 were in U.S. schools. Twenty-one were white, 1 was black, and 3 were not identified by ethnic origin. All were appointed for academic year terms. Age categories were provided for all 24 of the 25 new assistant professors and these are as follows:

45-49	3
40-44	4
35-39	8
30-34	9
	24

Salaries that were reported for 24 of the new assistant professors appointed in 1984-85 ranged from a high of $30,092 to a low of $18,000. The mean salary for this group (which included 2 Canadian appointments) was $24,321.

The mean salary for the 9 males appointed for the academic year to the rank of assistant professor in 1984-85 was $25,277 (median $25,000). For the 15 females appointed as assistant professors for the academic year, the mean salary was $23,748 (median $23,500). This is a disparity of $1,529 in the mean, favoring new male appointees. Last year the disparity was $2,815, and the year before, $1,993.

The following table shows the average beginning salaries for assistant professors with academic year appointments since 1976-77. During those years, women have out-distanced their male colleagues' average salary only in 1978-79 and 1979-80. In the total number of such appointments, 208, women have accounted for 121 (58.1 percent) while men have accounted for 87 (41.4 percent).

TABLE I-11a:
New Assistant Professors - Academic Year Appointments, 1977-1985

Year	Total Number	Average for Males	Average for Females	Average for All	Percentage of Increase
76-77	22	$15,576 (10)	$14,707 (12)	$15,102	
77-78	23	15,386 (10)	14,907 (13)	15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (17)	19,146	10.55
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.5

There were no new fiscal-year appointments at the assistant professor level during 1984-85. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by sex and salary. During the past 9 years, only 39 fiscal year appointments have been made at the assistant professor level, as compared to 206 appointed for the academic year.

The actual distribution of salaries of the 24 new assistant professors in 1984-85 is shown in the following table. Because only two Canadian appointments were made during the year, they were not identified separately.

TABLE I-12:
Distribution of Salaries for 24 New
Assistant Professors, 1984-85

Academic Year Appointment	Salary	Sex
	$30,092	Female
	29,500	Male
	28,500	Female
	27,500	Male
	27,000	Male
	26,028	Female
	26,000	Female
	25,500	Male
	(2) 25,000	Male
	25,000	Female
	24,000	Female
	(2) 23,500	Female
	23,000	Female
	23,000	Male
	22,600	Female
	(2) 22,500	Male
	(2) 22,000	Female
	21,500	Female
	20,500	Female
	18,000	Female

There were 3 full-time instructors appointed during 1984-85 among the 66 ALISE member schools reporting. All 3 were female. Because of the limited number of individuals, the salary range will not be reported.

There was 1 new appointment at the rank of lecturer between January 2, 1984 and January 1, 1985.

The following table enables one to compare 1984-85 mean and median salaries at each rank with those of a year earlier (1983-84). In both years, salary figures were withheld by two schools, Brigham Young and Chicago because of institutional policy. A total of 633 salaries (including those of deans and directors) were reported for 1984-85. In 1983-84, this total was 642, in 1982-83 it was 662, and in 1981-82 it was 687.

TABLE I-13:
Faculty Salaries, 64 ALISE Member Schools, 1983-84 and 1984-85.

Rank and Term		1983-84		1984-85	
		Mean	Median	Mean	Median
Deans & Directors	FY	$51,261	$50,400	$53,793	$53,520
Deans & Directors	AY	41,856	36,000	40,107	37,923
Professors	FY	49,713	49,990	53,588	52,824
Professors	AY	39,222	38,063	40,565	39,287
Assoc. Profs.	FY	40,220	38,504	41,514	30,750
Assoc. Profs.	AY	30,611	29,683	31,593	30,750
Asst. Profs.	FY	32,607	32,500	33,764	33,528
Asst. Profs.	AY	24,703	24,000	25,918	25,520
Instructors	FY	22,404	22,685	22,829	22,829
Instructors	AY	20,622	19,574	21,834	21,057
Lecturers	FY	35,438	24,960	29,889	29,889
Lecturers	AY	29,046	29,385	28,602	24,725

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to equate the Canadian dollar with that of the U.S. Since Canadian university salaries are somewhat higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is provided below. The regions used are those chosen by the ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. One change in this is that, beginning with this year, Louisiana State is included in the Southeastern region. Brigham Young and Chicago are not included in their respective regions because salaries are not provided. The number of faculty salaries included is shown in each category in parentheses. In those instances where only 1 salary fits into a given category, the salary is not reported in order to protect the confidentiality of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Catholic, Clarion, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (17 schools)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (14 schools)

Midwest: Ball State, Case Western Reserve, Illinois, Indiana, Iowa, Kent State, Michigan, Minnesota, Missouri, Northern Illinois, Rosary, Wayne State, Wisconsin-Madison, and Wisconsin-Milwaukee. (14 schools)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Woman's. (5 schools)

West: California-Berkeley, California-Los Angeles, Denver, Hawaii, San Jose, Southern California, and Washington. (7 schools)

Canada: Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario. (7 schools)

TABLE I-13a:
Average Salary for Faculty of 64 ALISE Member Schools Divided by Region, 1984-85

Fiscal Year Mean Salaries

Region	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
Northeast	(17) $53,823	(16) $49,154	(12) $38,303	(8) $31,481
Southeast	(12) 51,622	(0)	(02) 44,619	(2) 18,439
Midwest	(11) 47,561	(0)	(06) 33,941	(3) 31,622
Southwest	(4) 52,115	(1)	(0)	(1)
West	(7) 61,106	(0)	(1)	(1)
Canada	(7) 61,856	(24) 56,922	(17) 44,698	(21) 36,748

Academic Year Mean Salaries

Region	Deans & Dir.		Professors		Assoc. Profs		Asst. Profs	
Northeast	(0)		(45)	$41,937	(52)	$32,798	(39)	$26,418
Southeast	(2)	39,925	(27)	38,500	(44)	30,015	(33)	24,454
Midwest	(2)	33,614	(29)	39,445	(40)	29,812	(26)	25,646
Southwest	(1)		(14)	38,709	(33)	33,484	(8)	25,566
West	(1)		(15)	44,516	(20)	31,786	(21)	27,464
Canada	(0)		(0)		(5)	40,059	(2)	29,796

The following table shows the difference between mean salaries in library schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the current difference in the exchange rate between the U.S. and the Canadian dollar is about 25 percent.

TABLE I-13b:
Average Salaries Among 56 Library Schools in the U.S. Compared to Average Salaries Among 7 Library Schools in Canada, 1984-85

Fiscal Year

	Deans & Dir.		Professors		Assoc. Profs		Asst. Profs	
U.S.	(50)	$52,665	(18)	$49,142	(18)	$38,507	(14)	$29,288
Canada	(7)	$61,854	(24)	$56,922	(17)	$44,698	(21)	$36,839

	Academic Year			
	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(6) $40,107	(127) $40,565	(173) $31,345	(127) $25,856
Canada	(0)	(0)	(5) $40,059	(2) $29,796

Improvements in the mean faculty salary in 1984-85 over 1983-84 at each rank are shown in the following table. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1984-85 result in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The result of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALISE Member Schools Between 1983-84 and 1984-85*

Rank		Number in 1983-84	Number in 1984-85	Improvement in mean Salary	Percentage of mean Improvement
Deans & Dir.	FY	57	57	$2,070	4.0%
Deans & Dir.	AY	7	6	-$1,749	-4.1%
Professors	FY	40	42	3,875	7.0%
Professors	AY	130	127	1,343	3.4%
Assoc. Profs.	FY	31	35	1,294	3.2%
Assoc. Profs.	AY	183	176	982	3.2%
Asst. Profs.	FY	32	35	1,157	3.5%
Asst. Profs.	AY	136	129	1,215	4.9%
Instructors	FY	4	3	425	1.9%
Instructors	AY	12	9	1,212	5.8%
Lecturers	FY	3	3	-5,549	-15.7%
Lecturers	AY	5	11	- 444	- 1.5%
Total:		640	633		

* In reading the following table, one should keep in mind

that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALISE Member Schools Over 5 Years, 1980-81 to 1984-85

		1980-81	1981-82	1982-83	1983-84	1984-85	Total
Deans & Dir.	FY	8.0	7.1	6.0	5.9	4.0	31.0
Deans & Dir.	AY	.6	29.7	10.6	.6	-4.1	37.4
Professors	FY	9.5	9.9	11.6	2.0	7.0	40.0
Professors	AY	8.4	8.6	8.6	5.1	3.4	34.1
Assoc. Profs.	FY	5.6	15.3	5.1	2.9	3.2	32.1
Assoc. Profs.	AY	7.4	9.6	7.7	5.1	3.2	33.0
Asst. Profs.	FY	9.8	15.7	7.9	1.1	3.5	38.0
Asst. Profs.	AY	7.5	7.6	7.0	4.7	4.9	31.7
Instructors	FY	20.6	11.1	15.2	2.8	1.9	51.6
Instructors	AY	8.9	8.0	7.8	4.1	5.8	35.6
Lecturers	FY	7.3	13.9	25.3	9.4	-15.7	40.2
Lecturers	AY	16.4	1.8	.2	14.2	- 1.5	31.1

The following table enables one to compare the mean salaries in each faculty rank for males and females. As noted above, salaries for two ALISE member schools were not reported: Brigham Young and Chicago. As is seen in the following table, in the principal faculty ranks the mean salary for males exceeds that for females in all ranks.

TABLE I-15:
Male and Female Faculty Salaries in 64 ALISE Member Schools on January 1, 1985

Fiscal Year Appointments, 1984-85

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	36	$56,946	21	$47,250
Professors	25	54,314	17	52,519
Assoc. Profs.	20	43,635	15	38,687
Asst. Profs.	15	33,189	20	34,195
Instructors	0	-0-	2	22,829
Lecturers	2	29,889	0	-0-

Academic Year Appointments, 1984-85

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	6	$42,052	0	-0-
Professors	90	42,026	37	$37,012
Assoc. Profs.	115	31,678	61	31,431
Asst. Profs.	47	26,202	81	25,753
Instructors	2	23,850	7	21,258
Lecturers	5	26,122	6	30,669

The library schools in the United States were again asked to provide ethnic data for their full-time faculty. Of the 58 U.S. schools responding, only Chicago declined to provide this information. The other U.S. schools represented are the same as in 1983-84.

TABLE I-17:
Ethnic Background of 571 Full-time Faculty in 58 ALISE Member Schools in the U.S., January 1, 1985

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	0	5	1	52	
Professors	0	3	7	1	142	
Assoc. Profs.	1	6	3	3	178	
Asst. Profs.	1	1	11	0	132	
Instructors	0	0	0	0	11	
Lecturers	0	0	1	0	12	

The table that follows provides age category data for the full-time faculty with academic rank in all ALISE member schools except Chicago. It has been noted in earlier reports that the average age of the faculty is increasing. For example, on January 1, 1980, 26.8 percent of the faculty were reported as 55 or older.

TABLE I-18:
Age Categories of Full-time Faculty on January 1, 1985, in 65 ALISE Member Schools

	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Dir.	2	6	23	16	7	7	2	0	0	63
Professors	14	40	45	37	19	14	1	2	0	172
Assoc. Profs.	7	20	31	40	37	50	24	3	0	212
Asst. Profs.	1	6	13	13	22	42	43	22	1	163
Instructors	0	2	0	0	0	4	4	1	0	11
Lecturers	1	1	2	1	1	4	3	0	0	13
Total	25	75	114	107	86	121	77	28	1	634
Percentage of Total	3.9	11.8	18.0	16.9	13.6	19.1	12.2	4.4	0.2	

Each of the 66 ALISE member schools reporting this year responded to the request for the date of initial appointment to its full-fime faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of 647 faculty members employed on January 1, 1985.

TABLE I-19:
Year of Initial Appointment of Full-time Faculty at Their Present ALISE Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F	M	F
1946			1									
1947												
1948			1									
1949												
1950												
1951					1							
1952												
1953					1							
1954						1	1					
1955												
1956			1									
1957												
1958			1									
1959			3	1		2						
1960			1	1								
1961		1	2	2	2							
1962			2	1		1		2				
1963	1		4	1	1		1	1				
1964	1	1		2	3							
1965	1		10	4	3	1						
1966	1	1	6	5	4		1					
1967	2		9	3	2	2						
1968	3	1	8	1	8	1	1	4				
1969	3	1	19	7	5	4	1	2			1	
1970	4		13	2	9	3		2				
1971	3	2	11	5	9	5	2	2				
1972	2	1	2	3	9	2	1	3				
1973	2		2	6	6	8		2			1	
1974	1	1	5	9	8							1
1975	5	2	2	1	4	7	1	1				
1976	3	2	5		6	4	3	2				
1977	2	1	3	3	15	9	2	4			1	
1978	1	2	1	1	6	3	4	6		1	1	1
1979	3		1	2	3	3	4	6			1	

1980	3		3		6	2	1	16		1		
1982		2	1	2	5	3	11	10			1	1
1983		2	1		9	3	8	14	1	4	1	1
1984	2		2		4	2	8	13	1	3		1
1985			1				5	2				

In the following table, the year is given for the appointment or promotion of each of the 647 faculty to his/her present academic rank in the library school where he/she holds a full time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-20:
Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1961	1									
1962					1					
1963	4				1					
1964	1									
1965	2		2		1					
1966	5		2		1					
1967	4	2	5	1						1
1968	3		4	1	2	1				
1969	7	2	2	1	1	1			1	
1970	7	2	1	2		3				
1971	4	1	3	1	1	1				
1972	3		6	1		1				
1973	3	1	2	3		2			1	
1974	4	3	4	3		1				1
1975	8	3	6	1						
1976	12	2	7	2	3	4			1	1
1977	10	5	16	4	1	4				
1978	6	2	9	7	5	6		1		1
1979	3	8	5	8	6	6			1	
1980	11	4	9	11	2	12		1	1	
1981	10	4	15	7	10	16		1		1
1982	2	6	11	7	9	12			1	1
1983	6	8	18	11	10	16	1	4	2	1
1984	6	2	11	6	8	13	1	3		1
1985					5	2				

Among the 650 full-time faculty in the 66 ALISE member schools participating in the 1984-85 study, there were only 14 promotions within the professorial ranks. This was considerably lower than the 42 recorded in 1983-84. In 1982-83, there were 23 promotions. As the following table suggests, the rate of promotion has declined significantly over the past 5 years. The 1984-85 record adds to that decline.

TABLE I-21:
Faculty Promotions in 66 ALISE Member Schools, 1981-1985

Rank to Which Promoted	1980-81		1981-82		1982-83		1983-84		1984-85	
	M	F	M	F	M	F	M	F	M	F
Professor	8	4	10	2	2	2	4	11	2	2
Assoc. Prof.	6	14	9	6	10	7	10	10	6	4
Asst. Prof.	1	3	0	4	1	1	3	4	0	0
Total:	15	21	12	12	13	10	17	25	8	6

TABLE I-21a:
Number of Years as a Full-time Faculty Member in Their Respective Schools of the 14 Individuals Promoted in 1984-85

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs.	1		14	Assoc.		1	11
		1	12	Profs.	1		8
	1		10			2	7
		1	6		2		6
						1	5
					1		4
					2		2

In lieu of repeating the detailed background of earned doctorates by sex, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctorates held on January 1, 1985 for the total faculty population of 650 was 506, the same number as last yearr. However, it represents an increase in the percentage of the faculty holding the doctorate. For 1983-84, the percentage was 77.1 percent, for 1984-85 there was a slight increase to 77.4 percent, slowing the continuation of the trend toward an increased number of faculty members holding the doctorate. Of thee 506 faculty members holding the doctorate, 318 (62.9 percent) had their degree in library and/or information science, 188 faculty members had doctorates outside library science. Table I-22a indicates the percentage.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of this percentage over these 9 years. The rate of increase of females exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is higher than that of their female counterparts. This gap is decreasing however.

TABLE I-22a: Percentage of Full-time Faculty in 66 ALISE Member Schools With Earned Doctorates, 1977-1985

Year	Percentage of Males with Earned Doctorates	Percentage of Females with Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9

The following table provides a listing of the disciplines other than library and information science in which 169 faculty members held doctorates on January 1, 1985. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses were often not clear, and the instructions were frequently given varying interpretation. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific subfields are identified, some of which might be the same degree with a slightly different name. Because of the wide variation, this year the frequency of doctorates in fields other than library and/or information science will not be noted individually. Only the disciplines will be identified.

TABLE I-23:
Earned Doctorates Outside Library and/Information Science Held by 169 Full-time Faculty in 66 ALISE Member Schools on January 1, 1985

Education
Education--Research
Education Foundations
Instructional Technology, Instructional Development
Instructional Media, educational communations,
Educational technology media ecology, educational media,
Instructional systems technology
Elementary education
Education-curriculum, instruction administration.
Urban educatn
Adult education
Higher education
International education
Communication a/or speech
Communications Research
Information Management
Information Transfer
Managment
Public Administration and/or Government
Political Science
Planning
Sociology
Interdisciplinary
History
American History
History and American Studies
Humanities
English Language and/or Literature
Romance Languages and/or Literature
Spanish Language and/or Literature
Folklore and Literature
Latin
Religion
Philosophy
Logic/Metholology
Law
Psychology
Engineering
Electrical Engineering
Industrial Engineering
Computer Science
Mathmatics
Physics
Chemistry
Zoology
Economics
Music History
Child and Young Adult Literature

Curriculum Development/Math Education
Business Administration
Fine Arts
Latin American Studies
Administration/Supervision
Land Resourses
Modern Language

While approximately three-quarters of the full-time faculty teaching in 66 ALISE member schools had completed doctoral degrees prior to January 1, 1985, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of approximately 20 percent to a high of 100 percent in 9 schools. In 6 schools, half or less of the faculty held doctorates.

TABLE I-24:
Percentage of Faculty Having Doctorates in 66 ALISE Member Schools on January 1, 1985

Percentage	Number of Schools
100	9
95-99	-
90-94	3
85-89	12
80-84	13
75-79	9
70-74	1
65-69	7
60-64	5
55-59	1
50-54	2
45-49	-
40-44	2
35-39	1
30-34	-
25-29	-
20-24	1

Of the 650 full-time faculty in the 66 ALISE member schools under review, 64.2 percent were reported as having tenure on January 1, 1985. (Those with "security of Appointment" have been included in this number.) Information on tenure has been collected since 1977, during which time there has been a gradual increase in the percentage of tenured faculty until 1981-82 when there was a decline from 66.3 percent in 1981 to 65 percent in 1982.

TABLE I-25:
Percentages of Tenured Faculty Among ALISE Member Schools, 1977-1985

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65
1982-83	66.3
1983-84	67.8
1984-85	64.2

Seven schools reported having all-tenured faculties - for the previous three years the number was 6. The school that had the lowest percentage of tenured faculty had only 1 of 9 (11 percent). The following table shows the variation among the 66 schools included.

TABLE I-26:
Percentage of Tenured Faculty Among 66 ALISE Member Schools, January 1, 1985

Percentage of Tenured Faculty	Number of Schools
100	7
95 to 99	-
90 to 94	-
85 to 89	9
80 to 84	5
75 to 79	4
70 to 74	7
65 to 69	6
60 to 64	6
55 to 59	6
50 to 54	10
45 to 49	-
40 to 44	2
35 to 39	-
30 to 34	2
25 to 29	1
20 to 24	1
15 to 19	-
10 to 14	-
	66

The following table shows tenure status by rank and sex of the 650 faculty members included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a:
Tenure Status by Rank and Sex Among 66 ALISE Member Schools on January 1, 1985

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Dean & Directors	41	22	63	2	1	3
Professors	117	52	169	4	3	7
Associate Profs.	109	63	172	27	14	41
Assistant Profs.	10	20	30	55	82	137
Instructors	0	0	0	2	10	12
Lecturers	1	2	3	6	5	11
Total:	278	160	437	94	115	211

In the 1983 report, as had been done in the report for 1978-79, tables were provided showing regional differences in faculty size and sex (Tables I-26b and I-26c). It is not considered necessary to provide these particular data each year and will not be repeated here. The 1984 report's Table I-26d, showing regional differences in average salaries, has been shifted to follow Table I-13.

In the table that follows, the 633 individual faculty salaries (including those for 63 deans and directors) reported by the 64 ALISE members schools (all except Brigham Young and Chicago) are distributed by rank in increments of $500. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1985 of 633 Full-time Faculty in 64 ALISE Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
79,000 - 79,499	1											
73,500 - 73,999	2											
72,000 - 72,499	1											
71,500 - 71,999			1									
69,500 - 69,999	1											
69,000 - 69,499	2											
68,500 - 68,999			1									
68,000 - 68,499												
66,000 - 66,499	1											
65,500 - 65,999	1											
65,000 - 65,499	1											
64,500 - 64,999			1									
64,000 - 64,499	1			1								
63,500 - 63,999												
63,000 - 63,499		1										
62,500 - 62,999	1											
62,000 - 62,499												
61,500 - 61,999	1											
61,000 - 61,499			3									
60,500 - 60,999	4		2									
60,000 - 60,499	3		2	1								
59,500 - 59,999			1									
59,000 - 59,499	2		1	1								
58,500 - 58,999												
58,000 - 58,499			1	1								
57,500 - 57,999			2									
57,000 - 57,499												
56,500 - 56,999	1			1								
56,000 - 56,499			1	1								
55,500 - 55,999	1		1	1								
55,000 - 55,499	2		1									
54,500 - 54,999												
54,000 - 54,499	2		1	1								
53,500 - 53,999	2			3								
53,000 - 53,499			1	3								

TABLE I-27: Salaries on January 1, 1985 of 633 Full-time Faculty in 64 ALISE Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
52,500 - 52,999												
52,000 - 52,499			1	1		1						
51,500 - 51,999	1		1	1								
51,000 - 51,499												
50,500 - 50,999	1		1									
50,000 - 50,499	2		4	3							7	
49,500 - 49,999	2		1		1							
49,000 - 49,499	2		2	1		3						
48,500 - 48,999	1		1		1							
48,000 - 48,555							1					
47,500 - 47,999	2		2	1		1						
47,000 - 47,499	1		1	1								
46,500 - 46,999	2			2								
46,000 - 46,499	1			2	1		1			1		
45,500 - 45,999				2	1							
45,000 - 45,499	1		1	1								
44,500 - 44,999	1		2	3								
44,000 - 44,499				3								
43,500 - 43,999				1	2							
43,000 - 43,499	1			2								
42,500 - 42,999				8		1						
42,000 - 42,499				3	2	2						
41,500 - 41,999	2			4	2	3						
41,000 - 41,499					2					1		
40,500 - 40,999		1		2	2		1					
40,000 - 40,499	1		1	4	2							
39,500 - 39,999				5	1		1					
39,000 - 39,499	1	1		5	2	3	1					
38,500 - 38,999			1	3		2						
38,000 - 38,499	2		1	6	2	2						
37,500 - 37,999				10		3	1					
37,000 - 37,499	2		1	3	1	2	3					
36,500 - 36,999		1		4	1	1	1				6	
36,000 - 36,499				2	1	6	3					
35,500 - 35,999	1			1	2	4						

TABLE I-27: Salaries on January 1, 1985 of 633 Full-time Faculty in 64 ALISE Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
35,000 - 35,499				1	1	3						
34,500 - 34,999				4	1	4	1					
34,000 - 34,499				1		4		1				
33,500 - 33,999				3		6	1					
33,000 - 33,499					1	5	2	3			1	
32,500 - 32,999	1			3		6	1	1				
32,000 - 32,499				2		4	1	2				
31,500 - 31,999						8	2	3				1
31,000 - 31,499				2		13	2					
30,500 - 30,999		1				10	1	3				1
30,000 - 30,499	1			1	2	13	3	4				
29,500 - 29,999				1		9	1	3				
29,000 - 29,499				2		11	1	3				
28,500 - 28,999						6		6				
28,000 - 28,499						7	1	2				
27,500 - 27,999						4		10				
27,000 - 27,499				1		10		10				
26,500 - 26,999				2		8		5			1	
26,000 - 26,499						2	1	4				1
25,500 - 25,999						1		6				
25,000 - 25,499						4	1	12		3		
24,500 - 24,999						2		4				1
24,000 - 24,499						1		7	1			1
23,500 - 23,999						1		6				2
23,000 - 23,499				1		1		6				
22,500 - 22,999						1		5		1		
22,000 - 22,499				1				10				1
21,500 - 21,999								5				
21,000 - 21,499								2	1	1		
20,500 - 20,999								1				
20,000 - 20,499								1		1		1
19,500 - 19,999							1			2		
19,000 - 19,499								2				
18,500 - 18,999												
18,000 - 18,499								1		1		

TABLE I-27: Salaries on January 1, 1985 of 633 Full-time Faculty in 64 ALISE Member Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
17,500 - 17,999												
17,000 - 17,499							1					

Part Ia:

This is the sixth year in which a number of ALISE associate-member schools have participated in this survey. Questionnaires were mailed to 29 American schools listed as associate members in the ALISE directory for 1983. Responses are reported here from a total of 9 schools. The 9 schools, hereafter referred to as ALISE associate-member schools, from which data were received are: Bridgewater State College (Department of Media and Librarianship); Emporia State University (School of Library Science); Kutztown State University (Department of Library Science); Our Lady of the Lake University (Learning Resources Certification Program); Sam Houston State University (School of Library Science); Southern Illinois University (Department of Curriculum, Instruction, and Media); St. Cloud State University (Center for Library and Audiovisual Education, Learning Resources Services);; Shippensburg University (Library Science Department); Western Maryland College (Media/Library Science).

During the six years that the associate-member schools have been included in this study, there has been a steady decline in the number of schools that have responded to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the past two years, 15 responded. This year only 9 of the schools responded. The results of this year's survey are disappointing, not only because of the decline in the number of schools that did respond, but because some of the data were not returned in a usable fashion. Also, a large number of the faculty positions represented in this year's report originate in one program. As a result of this, not all of the tables included in previous years are included this year. With such a high percentage of faculty in this report holding positions in one school, the data are not meaningful.

It has been noted in the previous introductions to the part of the report that meaningful and comparable statistics are difficult to report for the ALISE associate member schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. It is important for the reader to understand the limitations of these data and not make comparisons which are invalid as a result of the data. For example, this year only 4 of the 9 responding associate member schools specificially identified an executive officer for the program. The remaining titles were taken from the 1984 ALISE directory. The following table shows the distribution of the titles of executive officers of those schools that responded to this questionnaire.

TABLE I-28: Titles of 9 Executive Officers of ALISE Associate-Member Schools, January 1, 1985

Title	Number
Dean	2
Director	1
Acting Director	1
Chair/Chairperson	3
Coordinator	1
Program Advisor	1

TABLE I-29: Organizational Status of 8 ALISE Associate-Member Schools, January 1, 1985

Name	Number
School	2
Department	4
Program	1
Center	1

While, as seen in Table I-28, the titles dean and director are not often used in the ALISE associate-member schools, the collective title "Deans and Directors" used in this study for schools' executive officers of ALISE member schools will also be used here for the sake of consistency.

Among the 9 ALISE associate-member schools contributing data for this study, the number of full-time faculty varies from 1 to 29. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science.

Among these 9 associate-member schools, a total of 61 full-time faculty were reported (including the heads of these programs). In past years, average faculty size was calculated and reported, but with the range from 1 to 29, and only 9 schools reporting, an average has no meaning. However, Table I-30 shows the number of schools reporting a specific faculty size.

TABLE I-30:
Number of Full-Time Faculty Among 9 ALISE Associate-Member Schools, January 1, 1985

Number of Full-time Faculty	Number of Schools
1	2
2	1
3	1
4	1
5	1
6	0
7	0
8	1
9	1
28	1
Total	9

Of the 61 full-time faculty, including executive officers, reported by 9 associate-member schools, 37 (60.7 percent) were males while 24 (39.3 percent) were females. This is a slight shift from last year when, among 15 associate-member schools, 58.2 percent were males and 41.7 percent were females.

TABLE I-31:
Rank and Sex of Full-time Faculty in 9 ALISE Associate-Member Schools, January 1, 1984

Number	Rank	Males	Females
4	Deans and Directors	3	1
12	Professors	7	4
15	Associate Professors	8	7
28	Assistant Professors	18	11
2	Instructors	0	2

Of the 4 executive officers that were reported on the forms that were returned, 2 held fiscal-year appointments and 2 held academic year appointments. All 4 had earned doctorates. Two were in library science, one in instructional media, and one in

administration and management.
All 4 were tenured.

TABLE I-31a:
Age Categories of 4 Full-time Executive Officers of ALISE Associate-Member Schools, January 1, 1985

Age Categories	Number
55-59	2
50-54	1
40-44	1

Usable salary data were reported for only 3 of the executive officers of the ALISE associate-member schools. Among the 3 who reported salaries, the high was $49,800, and the low was $38,565. The high was a fiscal year salary and the lower salary was based on an academic year appointment. Because of the limited number of salaries, and the mix of academic and fiscal year appointments, a mean or median would not be useful here.

The length of service as executive officers of their respective schools is shown for 4 individuals in Table I-32, below.

TABLE I-32:
Year of Appointment of 4 Executive Officers of ALISE Associate-Member Schools

Year	Number
1977	1
1980	1
1981	1
1984	1

The academic rank of the 3 executive officers of the schools that identified persons holding this position are as follows: 2 professors, 1 associate professor.

Among the 61 full-time faculty (including the deans and directors) found in the 9 ALISE associate-member schools responding to the questionnaire, there were 4 new appointments in 1984 and 1 in 1985. Four of these were at the assistant professor level and 1 at the instructor level. Because of the limited number of new appointments, Table I-33 has been omitted from this year's report, as it was from the report of the previous two years.

Table I-34 which follows, enables one to compare the 1984-85 average and median salaries of full-time faculty members of 155

ALISE associate-member schools with those of 64 ALISE member schools that responded with salaries this year to the survey.

TABLE I-34:
Faculty Salary Comparisons, ALISE Member Schools and Associate-Member Schools, 1984-85

Faculty Rank & Term of Appointment		ALISE Member Schools		ALISE Associate Member Schools	
		Mean	Median	Mean	Median
Deans and Directors	FY	$53,331	$53,520	$48,904	$48,904
Deans and Directors	AY	42,042	39,000	42,956	42,956
Professors	FY	53,558	52,824	-	-
Professors	AY	40,565	39,287	40,934	40,702
Assoc. Profs.	FY	41,514	30,750	-	-
Assoc. Profs.	AY	31,593	30,750	32,898	33,432
Asst. Profs.	FY	33,764	33,528	39,886	30,132
Asst. Profs.	AY	25,918	25,520	26,965	26,425
Instructors	FY	29,889	29,889	-	-
Instructors	AY	28,602	24,725	20,605	20,605

The following table enables one to compare the mean salary of male and female faculty for academic year appointments. The number of persons in any one rank holding a fiscal year appointment is small enough to endanger the confidentiality of the salary information, therefore, this data will not be reported here.

TABLE I-35:
Mean Academic Year Faculty Salaries for Males & Females In 9 ALISE Associate-Member Schools, 1984-85

Rank	Number of Males	Mean Salary of Males	Number of Females	Mean Salary of Females
Professors	8	$41,597	1	Not Reported
Assoc. Profs	8	33,716	4	$30,139
Assistant Profs.	18	26,304	11	30,131

Of the 61 full-time faculty in the 9 ALISE associate-member schools represented in this study, a total of 1 was identified as minority group member (Asian Pacific). This number is lower than the 4 reported last year due to the fact that the University of Puerto Rico did not report this year, and lower yet than previous years.

Table I-36 would be titled Age Categories of 61 Full-time Faculty in 9 ALISE Associate-Member Schools on January 1, 1985 will not be reported this year because of the limited number of schools responding, and due to the fact that 29 of 61 faculty are from the same program. Given these circumstances, the reporting of age categories does not seem useful.

Of the 61 full-time faculty in the 9 ALISE associate-member schools that submitted responses to the questionaire, including 4 executive officers, 35 (53.8 percent) had earned doctorates as of January 1, 1985. This compares to 57.1 percent among those reporting last year. Of the 35 faculty members of ALISE associate-member schools that held earned doctorates, 20 (57.1 percent) were males and 15 (42.8 percent) were females. Of the 35 doctorates, 15 (42.8 percent) were in library science. The 20 doctorates in fields other than library science were concentrated largely in education, as indicated by the following list.

TABLE I-37:
Earned Doctorates Outside Library Science Held by 28 Faculty Members Among 9 ALISE Associate-Member Schools, January 1, 1985

Education
Higher Education
Teacher Education
Instructional Technology (including
  Instructional Media, AV Communication
  and Educational Media
Instructional Development
Educational Administration
Adult Education
Secondary Education
Curriculum and Instruction
Reading
English
History
Administration and Management

Because of the limited response and because such a high percentage of faculty reported in this section are from one school, Table I-38 that provides the year of initial full-time faculty appointment, and Table I-39 that reports the year of appointment or promotion to the present academic rank will not be presented this year. The data contained in these tables would have very limited value for generalizing about the ALISE associate-member schools.

Tenure status was indicated for all 61 faculty members reported by the 9 ALISE associate-member schools. Of these 61 individuals, 46 (75.4 percent) had tenure on January 1, 1985 (27 males and 19 females). Of those 12 faculty members lacking tenure, 6 were males and 6 were females. In terms of the percentage of tenure, the present 75.4 percent is about the same as last year, but represents a sharp increase over 1982-83.

In Table I-40, which follows, the salaries for 61 of the faculty members (including executive officers) of the ALISE associate-member schools are shown in increments of $500.

TABLE I-40; Salaries on January 1, 1985 of 56 Full-time Faculty in 9 ALISE Associate-Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
59,500 - 59,999						1						
50,000 - 50,999												
50,000 - 50,499												
49,500 - 49,999	1											
49,000 - 49,499												
48,500 - 48,999												
48,000 - 48,499	1		1									
47,500 - 47,999												
47,000 - 47,499		1		4								
46,500 - 46,999												
46,000 - 46,499												
45,500 - 45,999												
45,000 - 45,499												
44,500 - 44,999												
44,000 - 44,499												
43,500 - 43,999												
43,000 - 43,499												
42,500 - 42,999				1								
42,000 - 42,499												
41,500 - 41,999												
41,000 - 41,499												
40,500 - 40,999												
40,000 - 40,499			1	1								
39,500 - 39,999												
39,000 - 39,499						2						
38,500 - 38,999		1		1								
38,000 - 38,499												
37,500 - 37,999												
37,000 - 37,499												
36,500 - 36,999												
36,000 - 36,499												
35,500 - 35,999												
35,000 - 35,499												
34,500 - 34,999				1	1							
34,000 - 34,499								2				

TABLE I-40: Salaries on January 1, 1985 of 56 Full-time Faculty in 9 ALISE Associate-Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
33,500 - 33,999						1						
33,000 - 33,499					1	2						
32,500 - 32,999						1						
32,000 - 32,499							1	1				
31,500 - 31,999												
31,000 - 31,499						1						
30,500 - 30,999							1					
30,000 - 30,499						1						
29,500 - 29,999							1	2				
29,000 - 29,499												
28,500 - 28,999												
28,000 - 28,499					1							
27,500 - 27,999						1		3				
27,000 - 27,499												
26,500 - 26,999						1		3				
26,000 - 26,499								1				
25,500 - 25,999								4				
25,000 - 25,499				1				2				
24,500 - 24,999												
24,000 - 24,499								2				
23,500 - 23,999												
23,000 - 23,499								1				
22,500 - 22,999										1		
22,000 - 22,499												
21,500 - 21,999								1				
21,000 - 21,499												
20,500 - 20,999												
20,000 - 20,499												
19,500 - 19,999												
19,000 - 19,499												
18,500 - 18,999												
18,000 - 18,499										1		
17,500 - 17,999												
17,000 - 17,499												
16,500 - 16,999												

TABLE 1-40: Salaries on January 1, 1985 of 56 Full-time Faculty in 9 ALISE Associate-Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
16,000 - 16,499												
15,500 - 15,999												
15,000 - 15,499												
14,500 - 14,999												
14,000 - 14,499												
TOTALS	2	2	2	9	3	11	3	22		2		

Part II:

This is the sixth year that the survey of library school faculty has been augumented with data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education. Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. however, schools that responded to the ALISE general questionnaire, leading to the information reported in Part II, did so with the understanding that they would be identified with the information that they submitted.

In the past years, usually fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. However, this year all 66 ALISE member institutions responded to both requests for information, and thus, all are represented in both Part I and Part II of the faculty section of this report. The ALISE general questionnaire was also mailed to each of the associate-member schools. Only 8 responded to the request for information. Seven of these were schools in the United States and one was Loughborough University from the United Kingdom. The seven U.S. schools that responded are Bridgewater State, Emporia, Kutztown State, Sam Houston State, Shippensburg State, Western Maryland, and Western Michigan. These seven schools all responded last year, but two of the associate-member schools that responded last year did not respond this year.

The associate-member schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful, and in fact, might be misleading. Also, the population of associate-member schools that respond to the ALISE general questionnaire changes from year to year. For example, the responses this year do not include two schools that responded last year. For this reason, generalizations about the associate-member schools, comparing the responses from one year to another have been avoided, again because these comparisons are not meaningful.

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, there will be an indication that no data were reported. Unless the school specifically states on its questionnaire that there are no data to report, the absence of data is ambiguous. It could mean that there are no data to report for that question or it could mean that distinction is made between these two possibilities.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). Because of the differences in calendars, only the fall term faculty data have comparative value because this is the only term that all schools have in common, regardless of type of calendar. An example will illustrate this. Some schools call the term following the fall term the winter term (semester) and others call it the spring term (semester). Also, it appears that some schools that have two summer sessions have labeled one as spring and the other as summer.

The answers to the first question have been incorporated in the following table, together with the answers to the second question. The second question asked schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reporter here are for the academic year prior to the full-time faculty data reported in Part I. In the following table, 66 schools reported a total of 650 full-time faculty members in the fall term of 1983. This is an average of 9.84 per school, compared to an average of 10.3 per school in the fall term of 1982.

TABLE I-41: Full-time Faculty in 66 ALISE Member Schools, 1983-84

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		10	7
Albany	Semester	11		11	3
Alberta	Semester	10	10	10	10
Arizona	Semester	9		9	3
Atlanta	Semester	7		7	5
Ball State	Quarter	8	8	8	5/2
Brigham Young	Trimester	7	7	4	4
British Columbia	Semester	10	10	10	9
Buffalo	Semester	8		8	4
Cal-Berkeley	Semester	10		10	1
Cal-L.A.	Quarter	12	13	12	0
Case Western	Semester	10		10	10
Catholic	Semester	10		11	11
Chicago	Quarter	9	9	9	10
Clarion	Semester	8		7.66	3
Columbia	Semester	11		11	6
Dalhousie	Semester	7	7		
Denver	Quarter	13	12	13	9
Drexel	Quarter	14	13	13	13
Emory	Semester	8		8	3
Florida St.	Semester	13		13	8
Hawaii	Semester	8		8	8
Illinois	Semester	11		11	5
Indiana	Semester	13		13	7
Iowa	Semester	7		7	6
Kent State	Semester	10		10	4
Kentucky	Semester	12		12	12

TABLE I-41: Full-time Faculty in 66 ALISE Member Schools, 1983-84 (cont.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Long Island	Semester	8		9	7
Louisiana St.	Semester	8		8	4
Maryland	Semester	14		13	5
McGill	Semester	7	7		0
Michigan	Trimester	12	12	9	9
Minnesota	Quarter	5	5	5	2
Missouri	Semester	9	9		4
Montreal	Semester	8	8		
N. Carolina	Semester	15		15	3
N. Carolina Cent.	Semester	9	9	9	4
N. Carolina Greensboro	Semester	6	6		6
Northern Illinois	Semester	6		6	5
North Texas	Semester	9		9	9
Oklahoma	Semester	9		9	5
Peabody	Semester	6		6	6
Pittsburgh		29	28	25	
Pratt	Semester	7		7	3
Queen	Semester	7		7	2
Rhode Island	Semester	8	8	8	5
Rosary	Semester	8		8	6
Rutgers	Semester	16		17	6
St. John's	Semester	8		8	3
San Jose	Semester	6		6	
Simmons	Semester	13		13	8
S. Carolina	Semester	9		10	8
S. Florida	Semester	9		9	6
Southern Cal.	Semester	6		6	
Southern Conn.	Semester	6		6	5
Southern Miss.	Semester	9		9	10
Syracuse	Semester	12		10	6
Tennessee	Quarter	9	9	9	6
Texas	Semester	14		13	13
Texas Women's	Semester	9		9	9
Toronto	Semester	16		16	2
Washington	Quarter	9	9	9	
Wayne St.	Semester	4	3	2	
Western Ontario	Trimester	18	18	18	18
Wisc.-Madison	Semester	11		10	5
Wisc.-Milwaukee	Semester	9		9	5

Notes: Table I-41

Ball State: Summer "5 1st session, 2 2nd session"

Denver: "Includes librarian for Law School who teaches 4 or 5 classes for School, but is not paid from Library School budget."

McGill: Summer "None full-time"

Montreal: "No summer session"

Pittsburgh: "Two 14-week terms (Fall & Winter) plus one term (Spring) with optional subdivision in two 7-week sessions."

St. John's: Summer "(FTE)"

Southern Connecticut: "Represents graduate library science faculty. The school also has 2 full-time faculty in our undergraduate program; 1 full-time faculty member in our instructional technology program."

TABLE I-42: Full-time Faculty in 8 ALISE Associate Member Schools, 1983-84

School	Academic Calendar	Fall	Winter	Spring	Summer
Bridgewater State	Semester	5	5	5	4
Emporia	Semester	9	9	9	9
Kutztown U.	Semester	3	3		2
Sam Houston	Semester	7		7	7
Shippensburg	Semester	2		2	1
Western Maryland	Semester	1	1	1	1
Western Michigan	Trimester	6	6	2	3
Loughborough	Semester	20	20	20	20

TABLE I-43: Part-time Faculty in 66 ALISE Member Schools, 1983-84

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Albama					1	.33	4	2
Albany	1	.33			4	1.33	4	2.5
Alberta	2	1	4	1.66	2	.66	2	.66
Arizona					1	.25		
Atlanta			1	.33			1	.33
Ball State			1	.33	1	.66	1-3	2.14
Brigham Young					2	1		
British Columbia	1 (1.5)	.4	6 (8)	2.1	2 (3)	.8	2 (3)	.8
Buffalo	7	1.75			7	1.75	1	.5
Cal-Berkeley	25	6.03			31	5.85	8	2.17
Cal-L.A.	10	.85	11	.98	13	1.31		
Case Western	5	1.00			13	2.80		
Catholic	16	5.3			15	5	13	4.3
Chicago	2	1	2	1	5	2.5	3	1.5
Clarion	Non Reported							
Columbia					12	4.7		
Dalhousie	6	1.00	4	.80			1	.20
Denver	3	1.20	4	1.60	6	1.9	9	3.6
Drexel	2	.67	7	2.0	8	2.33	9	2.67
Emory					3	1	7	3
Florida St.					1	.25	2	.33

TABLE I-43: Part-time Faculty in 66 ALISE Member Schools, 1983-84 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Hawaii	2							
Illinois	8	4.0			7	3.5	8	4.0
Indiana	17	5.67			20	6.67	12	4.00
Iowa	5	2.44			3	2.04	5	2.84
Kent St.	9	1.5			11	2.3	10	1.6
Kentucky	2	.66			1	.33	7	3.5
Long Island	10	2.5			9	2.25	4	1
Louisiana St.	1	.33		.33	1	.33	1	.5
Maryland	12	2.5			11	2.6	8	4.0
McGill	4	2	6	3			2	1
Michigan	7	2.25	6	2.25	5	2.5	5	2.5
Minnesota	None Reported							
Missouri	4	1.0	3	.8			5	2.5
Montreal	8	2	6	1.5				
N. Carolina	3	.91			3	.91	10	4.83
N. Carolina Central			2	1	2	1	4	2
N. Carolina Greensboro	3		3					
Northern Il.	3	.99			3	.99	1	.33
North Texas	2	.66			3	1.0		
Oklahoma	4	2			2	1	2	1
Peabody	1	.33					6	4
Pittsburgh	15	6.00	8	3.2	12	4.8		
Pratt	3	1			3	1	2	.67
Queens	3	1			6	2	1	.33
Rhode Island	5	1.66			3	1		
Rosary	5	1.66			4	1.33	7	3.5
Rutgers	8	1.8			13	3	4	.9
St. John's	2	.67			2	.67	1	
San Jose	2	.40			3	.60		
Simmons	3	1			11	3.66	7	2.33
S. Carolina	3	1			2	.67	3	1
S. Florida	6	1.1			6	1.0		
Southern Cal.	2	.625			3	.75		
Southern Conn.	3	1			2	.66	1	.33
Southern Miss.	3	1.00			3	1.00	5	2.00
Syracuse	8	2.0			10	2.5	6	3.00
Tennessee			1	.33	1	.33	1	.33
Texas	3	1.5			4	2.00	1	1.0
Texas Woman's	5	1.67			4	1.3	4	1.3
Toronto	4	1.28			4	1.03	2	1.00
Washington	1	.33	3	1.00	4	1.33	5	1.50
Wayne St.	2	.666	3	.999				
Western Ontario	2	.75	1	.5	4	1.5		
Wisc.-Madison	3	.77			3	.77	6	2.875
Wisc.-Milwaukee	2	.5			2	.5	4	1.67

Formula For Computing FTE

Alabama. "Academic Year: 1 class = .33 FTE; summer term: 1 class = .50 FTE"

Albany. "FTE = three 3-credit courses per semester. One course = .33; two courses = .66."

Alberta. "3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."

Arizona. -

Atlanta. "1 course = 1/3 FTE."

Ball State. "Number of credit hours per quarter divided by 12, for academic year. Divisor is 7 for summer terms. 1 person 1st summer session - 3 people for 2nd summer session. FTE for combined summer sessions is 2.14."

Brigham Young. "6 semesters = 1 FTE."

British Columbia. "Normal faculty load is 3.75 units per term. Number of units taught by part-time faculty is given in brackets."

Buffalo. "A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE."

Cal-Berkeley. "100% salary for 9 months academic year = 1.00 FTE."

CAl-L.A. "Professorial Series - Full Time = 2 courses per quarter = 1.00 ÷ 6 = .17. Lecturer Series - Full Time = 3 courses per quarter = 1.00 ÷ 9 = .11. Librarians Teaching Part-time = 1 course = .09 of full FTE."

Case Western. "Five courses = 1 FTE; 1 course = .20 FTE, etc."

Catholic. "3 courses = 1 FTE per semester."

Chicago. "2 courses equal full-time."

Columbia. "Per term (summer) 2 courses = FT; per semester 3 courses = FT."

Dalhousie. "Full teaching load is equivalent to five courses, therefore, 1 course = .20 FTE."

Denver. " 1 FTE = 10 credit hours."

Drexel. "One FTE = teaching 12 quarter units."

Emory. "Teaching 8 semester hours."

Florida St. "12 semester hours = 1.0 FTE; 1 course = .33 FTE."

Illinois. "Fall and Spring semesters, 3 courses = 1.0 FTE; Summer Session, 2 courses = 1.0 FTE."

Indiana. "Part-time faculty teaching one course are considered one-third time."

Iowa. "Full faculty load is 5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 84% time)."

Kent St. "15 semester hours of teaching equals 1 FTE for part-time faculty."

Kentucky. "3 in regular term; 2 in summer."

Long Island. "4 courses = 1 faculty member."

Louisiana St. "Fall and Spring: 3 courses = Full-time. Summer: 2 courses = Full-time."

Maryland. "Fall and Spring semesters: teaching one course = .20 FTE; summer session: teaching one course = .50 FTE."

McGill. "Number of courses taught/2 per semester."

Michigan. "In full term, 1 course = .25 FTE. In half term, 1 course = .5 FTE."

Missouri. "By university appt. (full-time faculty are 100% FTE."

Montreal. "4 part-time faculty = 1 full-time."

N. Carolina. "1.00 = FT."

N. Carolina Central. "Regular term: 1.00 = 9 hrs.; 75 = 6 hrs.; 5 = 3 hrs. Summer: Divide total hrs. by 9."

N. Carolina Greensboro. "Three courses per semester."

Northern Il. "Three 3-credit courses = 1 FTE."

North Texas. "Fall and Spring 1 FTE = 3 courses."

Oklahoma. "FTE = 15 credit hours per year, either on a 3/2 or 2/3 courses per semester schedule."

Peabody. "During regular year 3 courses equals full-time. During summer 2 courses equals full-time. 8 courses taught by visiting faculty during summer of 1984."

Pittsburgh. ".4 x total = FTE."

Pratt. "3 courses = full-time."

Queens. "3 courses = 1 FTE faculty member."

Rhode Island. "Three (3) part-time faculty members equal one full-time."

Rosary. "For fall and spring, three courses, for summer, two courses."

Rutgers. " 1 FTE = 12 credits of instruction."

St. John's. " 1 course = .34 FTE."

San Jose. " 15/1."

Simmons. "3 courses taught = 1 FTE."

S. Carolina. " 1 FTE = 9 hours (Fall and Spring semesters)."

S. Florida. "12 semester hours equals 1 FTE."

Southern Cal. " 8 units is considered a full-time teaching load, therefore, each unit equals 12.5% FTE."

Southern Conn. "Full time equals 3 (3 credit) courses."

Southern Miss. "Each course or 3 credit hours = .33 FTE."

Syracuse. "Fall/Spring 1 FTE = 4 courses. Summer 1 FTE = 2 courses."

Tennessee. "3 courses = 1 FTE."

Texas. " 9 undergraduate credit hours = full-time. 6 graduate credit hours = full-time."

Texas Woman's. "Actual is .25 per course x 3 + .25 research release time. Figures above are calculated on basis of 3 course load in Fall."

Toronto. "For cross-appointments, FTE is based on proportion of salary. For associated instructors FTE is based on .25 for each course taught."

Washington. "Academic year: 1 course = 33% FTE. Summer Quarter: 1 course full summer = 50% FTE."

Wayne St. "3 courses = FT; 1 course = .333."

Western Ontario. "Number of courses divided by three (the average load)."

Wisc.-Madison. "Each course computed as .25 FTE for each semester. For summer each course of 4 or 8 weeks computed as .50 FTE."

Wisc.-Milwaukee. "Fall and Spring: one 3 credit course = .25 FTE. Summer: one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 9 ALISE Associate-Member Schools, 1983-84

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Bridgewater St.	1	.5			1	.5	1	.5
Emporia	3	.7			4	1.0	5	1.3
Kutztown	None Reported							

TABLE I-44: Part-time Faculty in 9 ALISE Associate-Member Schools, 1983-84 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Sam Houston	1	.75			1	.75	1	.25
Shippensburg	1	.25			1	.25	2	.50
Western Maryland	2				1		1	
Western Michigan			1	.3	3	.8	2	.8
Loughborough	3		3		3			

Formula For Computing FTE

Emporia. "8-9 hours = 1 FTE."

Sam Houston. "3 courses is a full-time load for graduate level; 4 courses is a full-time load for the undergraduate level."

Shippensburg. "Full teaching load is 12 hours or four courses."

Western Michigan. "*9 credit hours = full time."

Salary Improvement

The fourth question on the faculty section of the ALISe questionnaire asked for the average percentage of salary improvement for full-time faculty in 1983-84. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The response to both of these questions have been tabulated in Tables I-45 and I-46.

Among the ALISE member schools that provided data on the percentage of salary improvement, the average improvement ranged from a low of -7.5 percent (representing across the board salary reductions) to a high of 27.2 percent increase. Several schools reported no increase, except as a result of promotions. The majority of schools that did show an increase were in the range 4-6 percent, with a few in the 7-10 percent range. The associate member schools exhibited a lesser range in salary improvement, from 3 percent to 8.5 percent.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1983-84

School	Percentage of Improvement	Basis for Improvement
Alabama	5.6	Merit
Albany	8.75	Union contract, Merit
Alberta	8.1	Merit, Cost of living
Arizona	4	Cost of living
Atlanta	7	Merit, To achieve equity
Ball State	4.46	Merit, To achieve equity (based on ALISE salary survey)

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1983-84 (cont.)

School	Percentage of Improvement	Basis for Improvement
Brigham Young	2	Merit
British Columbia	0	
Buffalo	8.5	Union contract
Cal-Berkeley	7.8	Merit, Across the board, To achieve equity
Cal-L.A.	27.2	Merit, Cost of living (2 range adjustments) 7/1/84 1/1/85
Case Western	8	Merit
Catholic	4	Across the board
Chicago		
Clarion	2	Union contract
Columbia	6	Merit
Dalhousie	6	Union contract, Other (Career Development)
Denver	Salaries were frozen for 1983-84 year	
Drexel	6.3	Merit, To achieve equity
Emory	4.5	Merit, Other (Promotion in rank), Union contract (Negotiation base),
Florida St.	4+	Across the board, To achieve equity (sex equity)
Hawaii	2	Union contract
Illinois	5.5	Merit
Indiana	5	Merit, Cost of living
Iowa	0	
Kent State	8.8	Union contract, Merit
Kentucky	5	Merit, Cost of living
Long Island	10	Union contract
*Louisiana St.	See note	
Maryland	5	Merit
McGill	1.1	Other (Across the board)
Michigan	9.6	Merit
Minnesota	5.75	Merit
Missouri	0	No increases
*Montreal	-7.5	
N. Carolina	10	Merit (3%), Across the board (7%)
N. Carolina Central	6	Merit, Cost of living, To achieve equity
N. Carolina Greensboro	10	Merit (2-3%), Across the board (7%), To achieve equity (1-2%)
Northern Illinois	4.33	
North Texas	4	Merit
Oklahoma	0	
Peabody	6	Merit, Across the board, Cost of living
Pittsburgh	4	Merit, Across the board, To achieve equity

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1983-84 (cont.)

School	Percentage of Improvement	Basis for Improvement
Pratt	7	Union contract
Queens	15	Union contract
Rhode Island	4.2	Union contract, Merit
Rosary	5	Across the board
Rutgers	4	Union contract, Merit, Across the board, Senority, To achieve equity
St. John's	16	Union contract
San Jose		Across the board
Simmons	7	Merit, Cost of living
S. Carolina	5	Merit
S. Florida	6	Union contract, Merit, Across the board, To achieve equity
Southern Cal	6.5	Other (peer review)
Southern Conn.	8	Union contract
Southern Miss.	10	Merit, Cost of living
Syracuse	9	Merit, Cost of living
Tennessee	0	
Texas	.05	Merit
Texas Woman's	6	Merit
Toronto	5	Across the board
Washington	7	Merit, Across the board
Wayne St.	0	Union contract
*Western Ontario	4.73	
*Wisc.-Madison	(see note)	
Wisc.-Milwaukee	0	

Notes: Table I-45

Louisiana St: "There were no raises in 1983-84. One faculty member was promoted from Assistant to Associate and received a $1,800 raise; one was awarded $1,000 in equity money."

Montreal: - 7.5 (decrease)
- 9.75% decrease - across the board
+ 2% seniority - scale progression

*Reduction is the result of an across the board cut in salaries mandated by the provincial government.

Western Ontario: 4.73 across the board plus merit for lower categories.

Wisc.-Madison: Other - 1 faculty member was promoted and received an increase because of the promotion. All other salaries were frozen and no increases were given.

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 8 ALISE Associate-Member Schools 1983-84

School	Percentage of Improvement	Basis for Improvement
Bridgewater State	"Info not available"	Union contract
Emporia	7.0	Merit
Kutztown U.	3	Union contract
Sam Houston	6	Merit, Across the board
Shippensburg	4	Union contract
Western Maryland	6	Across the board
Western Michigan	8.5	Union contract
Loughborough		Across the board, Other*

*Other - There are annual increases on a salary scale, except for full professors who have a fixed salary within a 'range'.

Faculty Replacements

The reports of previous years have noted that many library education programs have replaced senior faculty who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This has been a practice for many years, but more limited budgets appear to have provided encouragement for this practice. Question 6 is designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of question 6 which asks how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1983-84. Schools were also asked to indicate the rank of the individual's who was/were replaced and the rank of the replacement's.

TABLE I-47: Faculty Replacement Appointments Made Among ALISE Member Schools in 1983-84

Alabama	One associate professor replaced by one associate professor.
Arizona	One associate professor replaced by one associate professor
Ball State	One assistant professor replaced by one assistant professor
Cal-L.A.	One professor and one assistant professor replaced by two assistant professors
Case Western	One associate professor replaced by one associate professor
Clarion	Assistant professor replaced by one-semester full professor appointment, which had replaced an assistant professor.

TABLE I-47: Faculty Replacement Appointments Made Among ALISE Member Schools in 1983-84

Dalhousie	One assistant professor was replaced by one associate professor.
Drexel	One professor replaced by one associate professor.
Emory	One assistant professor replaced by one assistant professor.
Florida St.	One professor; two assistant professors.
Illinois	One assistant professor replaced by one visiting associate professor.
Indiana	Professor replaced by assistant professor.
Iowa	One professor replaced by one assistant professor.
Kent State	One associate professor replaced by one associate professor.
*Long Island	Dean Folcarelli replaced by Professor Maillet.
Louisiana St.	One acting dean replaced by one dean (both associate) professors). One associate professor replaced by one assistant professor. One assistant professor replaced one associate professor.
Maryland	Two assistant professors replaced by two assistant professors.
Missouri	One instructor and one associate professor replaced by one instructor and one associate professor.
N. Carolina	One professor was replaced by one associate professor. One assistant professor was replaced by one assistant professor.
Northern Illinois	One associate professor replaced one assistant professor.
North Texas	"We had one assistant professor resign at the end of 1983-84, and we appointed one assistant professor replacement starting Fall 1984."
Peabody	One assistant professor replaced by one associate professor.
Pittsburgh	One assistant professor replaced by one assistant professor.
Pratt	One associate professor replaced with one associate professor.

TABLE I-47: Faculty Replacement Appointments Made Among ALISE Member Schools in 1983-84 (cont.)

Rutgers	One assistant professor replaced by one instructor.
St. John's	One assistant professor replaced by one associate professor.
San Jose	One associate professor replaced by one assistant professor.
Simmons	One assistant professor replaced by one instructor.
S. Carolina	One instructor replaced by one professor.
Syracuse	One associate professor replaced by one assistant professor. One assistant professor replaced by one assistant professor.
Texas	Two professors replaced by one professor and one instructor.

Unfilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, dull-time faculty positions, for which funding was available, during 1983-84. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 26 unfilled full-time faculty positions are reported for 22 ALISE member schools for 1983-84. The explanations for these vacancies have been quoted from the data reported by the schools to indicate the reasons they exist. Last year's report indicated that there were 24 vacancies despite the availability of funding for the positions. The previous year the number was 22. Interestingly, the number of unfilled vacancies has increased during three year period of time noted here. The explanations indicate that most of the unfilled openings are at the rank of assistant professor and that the reasons expressed for the vacancies during 1983-84 do not indicate a widespread lack of suitable candidates, but rather, seem to reflect local conditions not related to the number of available candidates.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1983-84 Among 21 ALISE Schools

School	Number	Reason position was not filled
Brigham Young	1	Assistant Professor - candidate has not finished her doctorate

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1983-84 Among 21 ALISE Member Schools (cont.)

Schools	Number	Reason position was not filled
Cal-Berkeley	3	Assistant Professor - Information Management-Acting Assistant Professor hired F84; Assistant Professor - Serv. to Child. & Young Adults - No appointable applicants; Sr. Lecturer w/sec. of employment - No search has been conducted.
Cal-L.A.	1	"The unfilled position has existed for several years, unfilled by a full-time appointment, but used for several part-time appointments each year."
Denver	1	School Library Media position - Assistant Professor. Due to the untimeliness of the faculty person's resignation in the academic year, part-time faculty persons were hired on a quarterly basis. Recruitment for this position was begun in the spring of 1984; however, recruitment and hiring was stopped with the announcement by the University of the closure of the school in August, 1985.
Drexel	1	One faculty member resigned mid-year and position was not filled.
Emory	1	Assistant Professor - unsuccessful search.
Illinois	1	Assistant Professor selected in July 1983-not available until January 1984 and then only 1/2 time - full-time beginning June 1984.
Maryland	1	Associate Professor line vacant - faculty member served as Acting Dean.
McGill	1	Assistant Professor. Awaiting incumbant's completion of Ph.D.
Michigan	1	Assistant Professor. Search held up pending appointment of new Dean.
Montreal	1	Assistant/Associate Professor. In order to obtain desired candidate it was necessary to wait one year. Position filled at Associate Professor level.
N. Carolina Central	1	Professor (one of the professors served as Acting Dean)

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1983-84 Among 21 ALISE Member Schools (cont.)

Schools	Number	Reason position was not filled
N. Carolina Greensboro	1	One full Professor (search re-opened).
Oklahoma	1	Position was frozen.
Peabody	1	Assistant Professor - unsuccessful search. To be reconsidered.
Pittsburgh	1	One full-time Assistant Professor resigned 12-31-83 and no immediate full-time replacement was available.
Rutgers	2	Assistant Professor; Full Professor - searches not completed within 1983-84.
Simmons	2	2 positions vacant (searching): 1) Children's Searching and 2) Information Science.
S. Carolina	1	Retirement of one Professor.
Syracuse	1	Professor on leave without pay in Spring 84 semester. Position not filled and funds used by choice to pay part-time faculty.
Toronto	1	Assistant Professor.
Washington	1	Assistant Professor. Position was advertised and filled to begin Autumn, 1984.

Positions Lost

Whereas question 7 was intended to identify full-time faculty positions that were temporarily unfilled in 1983-84, but for which funding has been available, question 8 asked schools to indicate whether faculty positions had actually been lost in 1983-84. This includes those instances where replacement could not be appointed eigher because faculty positions assigned to the library school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Eight ALISE member schools reported a loss of a total of 7.5 positions, a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is even lower that the 12 schools that reported a total loss of 15 positions in 1981-82. Thus, for 1983-84, the decline in the number of faculty positions in library education slowed dramatically. However, the number of positions lost will increase even more dramatically as a result of the large number of schools that closed at the 1984-85 academic year. These losses will not be reflected in next year's report, but will be shown in the report year after next.

TABLE I-47b: Full-time Faculty Positions Lost in 1983-84 Among 8 ALISE Member Schools

School	Positions Lost
Ball State	One position - Assistant Professor.
British Columbia	One Assistant Professor.
Illinois	One Associate Professor.
Long Island	Dean Folcarelli took early retirement. Professor.
Minnesota	One retirement: no replacement due to closing of school.
Missouri	One full-time Research Assistant position reduced to 50% FTE because of reduction of funding.
San Jose	One Professor.
Wayne State	Director

One ALISE associate member school reported position lost - Bridgewater State reported one Assistant Professor position lost.

New Faculty Positions

Question 9 on the ALISE questionnaire asked whether additional (new) faculty positions, with new funding, had been created in the schools in 1983-84. As shown in Table I-47c, 5 member schools reported a total of 4.5 new positions. Last year, 3 schools reported a total of 3 new positions. There are also 2 associate-member schools that report a total of 2 new positions. The number of new positions added by both member and associate-member schools is small, but seemingly stable.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1983-84 Among 5 ALISE Member Schools

School	New Positions Created
Drexel	"One new ASsistant Professor.
Northern Illinois	"Seventh position reinstated, but not funded."
St. John's	"Note: An authorized but unfilled position was filled in 1982-83 and since maintained."
S. Carolina	"One Assistant Professor."
S. Florida	"We acquired one part-time courtesy Associate Professor. She works full-time in the Provost Office, has a doctorate and library experience."

The ALISE associate member school reported that Emporia State, one new tenure track position was filled with a temporary lecturer until a search was conducted in Spring, 1984; Sam Houston; Assistant Professor - search was not completed until June 1984. The Director at that time took the position, therefore the School of Library Science is now searching for a new director.

Fringe Benefits

This is the sixth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e., the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by deans and directors, results from differing formulae used in computing this percentage. Sixty-one ASLIS member schools responded to this question. For these 61, the avarage value of the fringe benefits was 21.59 percent. This is a slight increase over the 1982-83 average of 20.85 percent for the same schools.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1980-81 to 1983-84

School	1980-81	1981-82	1982-83	1983-84
Alabama	32	32	32	32
Albany	29.9	30.79	30.8	30.8
Alberta	9	9	12.7	14.8
Arizona	19	19	17.8	17.8
Atlanta	10	11	11	15
Ball State	22	22	23	23
Brigham Young	19.5	20.5	22.5	22.5
British Columbia	13	13	13	13
Buffalo	30.26	30	30	22.5
Cal-Berkeley	27	28	29	29
Cal-L.A.	26	28	28	22
Case Western	19.5	19.5	19.5	20
Catholic	11.5	No response	12.0	12
Chicago	21	21.8	21.8	23
Clarion	31	30	33	34
Columbia	25	25	25.5	25.5

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1980-81 to 1983-84 (cont.)

School	1980-81	1981-82	1982-83	1983-84
Dalhousie	10	10	10	10
Denver	18.7	19.7	19.5	22
Drexel	23	23	No response	No response
Emory	12	15	15	17.5
Florida St.	16	16	16	18
Hawaii	21	23	21	No response
Illinois	15.93	15.93	12.53	459
Indiana	26.2	26.6	26.60	26.60
Iowa	19	22	22	22
Kent St.	19.5	19.5	19.5	22
Kentucky	16-18	17	17	17
Long Island	17	22	24	17
Louisiana St.	16.5	16.5	18	18
Maryland	23 + hosp.	23 + hosp.	23 + hosp.	25 + hosp.
McGill	Ca. 15	15	16	19
Michigan	18	21	22	22
Minnesota	18.925	23	26	26
Missouri	15.8	19.5	19.5	23
Montreal	11	11	11	14
N. Carolina	17	16.63 + $47.80 health ins.	18 + $57.60 health ins.	No response
N. Carolina Central	25	25	25	25
N. Carolina Greensboro	-	18.63	17	18
Northern Illinois	No response	8.809 + 70 per mo. health	8.8 retirement $75 health	No response
North Texas	23	23	23	23
Oklahoma	13-14	15	22	22
Peabody	16.5	21.5	21.5	23.2
Pittsburgh	21.5	24	24	26
Pratt	20	20	26	24
Queens	24	25	25	25
Rhode Island	35.4	28.5	23	24
Rosary	15	15	15	17
Rutgers	21	22	24	24

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1980-81 to 1983-84 (cont.)

School	1980-81	1981-82	1982-83	1983-84
St. John's	20	23	No response	25
San Jose	No response	No response	No response	No response
Simmons	21	21	22.5	21
S. Carolina	14.7	14.7	19	19
S. Florida	17.74	17.79	18	19
Southern Cal	15.5	18	22.5	24.5
Southern Conn.	28.56	28.56	20	39
Southern Miss.	18	17	18	20
Syracuse	20.8	22	23	22.4
Tennessee	15	20	20	20
Texas	33	36-42	36-42	36-42
Texas Woman's	21	21	21	21
Toronto	"Unknown"	"Unknown"	"Unknown"	14
Washington	18	18.35	20	17.95
Wayne St.	21	21	21	21
Western Ontario	14.6	14.5	15	15.9
Wisc.-Madison	20.3	20.4	22.4	22.8
Wisc.-Milwaukee	22	22	21	21

Only 6 of the ALISE associate member schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Emporia State, 18.9 percent; Kutzton, 34 percent; Sam Houston, 26 percent; Shippensburg, 40 percent; Western Michigan, 25 percent; and Loughborough, 25 percent.

Professional Travel

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1983-84. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1983-84, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-r9, that funding for faculty travel continues to differ in amount among library schools to a very great extent.

These differences have existed since this survey began, and in most instances, the relationship of the travel budgets of individual schools to other schools has changed little. For 1983-84, the range among ALISE member schools was from a low of $64 to a high of $47,222. For individual faculty, the average varied from a low of zero to a high of $1,816. For the 65 schools that provided actual numbers of faculty who received professional travel funds in 1983-84, the following data can be reported. A total of 497 faculty members (an increase from 475 last year) shared $377,282 in travel money (compared with $377,319 last year). This results in an average of $759 for each person who traveled (compared with $794 last year). The average travel budget per school was $5,716, a decrease from the $6,288 last year. Some of the data for the two years are not comparable however, because five more schools reported this year than last year. This accounts for the increase in the number of faculty members who travelled. However, the total amount of travel funds for the two years is nearly the same, and with five additional schools reporting, it indicates that the decreases in the average travel budget per school correctly reflects the trend.

TABLE I-49: Support for Faculty Travel in 1983-84 Among ALISE Member Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	11	722.00	$ 7, 942.00
Albany	5	124.00	1,737.00
Alberta	10	250.00	2,500.00
*Arizona	5	(see note)	1,300 in-state 1,200 out of state
Atlanta	4	500.00	3,500.00
Ball State	8		2,993.00
Brigham Young	5	1,500.00	7,500.00
British Columbia	5		3,923.00
Buffalo	5	230.00	1,150.00
Cal-Berkeley	8	1,000.00	8,600.00
Cal-L.A.	6	913.80	5,498.28
Case Western	8	931.00	7,450.00
Catholic	9	500.00	4,500.00
Chicago	5	971.00	4,854.00
Clarion	7	1,130.00	3,830.00
Columbia	11	1,000.00	13,000.00
Dalhousie	5	850.00	6,880.00
Denver	9	1,063.38	9,570.38

TABLE I-49: Support for Faculty Travel in 1983-84 Among ALISE Member Schools (cont.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
*Drexel	14	(see note)	9,765.00
Emory	7	593.00	4,150.00
Florida St.	13	272.00	3,000.00
Hawaii	2	900.00	3,695.00
Illinois	5	251.75	1,258.78
Indiana	13	180.00	3,029.00
Iowa	7	(see note)	2,186.00
Kent St.	10	392.50	3,925.00
Kentucky	8	681.00	6,129.00
Long Island	8	250.00 (see note)	3,500
Louisiana State	8	846.50	6,772.00
Maryland	11	318.00	4,138.00
McGill	8	(see note)	9,864.00
Michigan		1,142.00	15,987.00
Minnesota	3	1,236.33	3,709.00
Missouri	8	(see note)	9,589.00
Montreal	7	543.00 (see note)	3,802 (see note)
N. Carolina	12	1,017.00	12,203.00
N. Carolina Central	9	441.00	3,965.00
N. Carolina Greensboro	5	150.00	800.00
Northern Illinois	6		2,505.00
North Texas	5	474.00	2,371.00
Oklahoma	6	(see note)	4,200.00
Peabody	1	266.00	1,600.00
Pittsburgh	26	1,816.00	47,222.00
Pratt	2		7,653.50
Queens	5	500.00	2,500.00
Rhode Island	4		3,500.00
Rosary	5	600.00	3,000.00
Rutgers	5	500.00	2,500.00

TABLE I-49: Support for Faculty Travel in 1983-84 Among ALISE Member Schools (cont.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
St. John's	8 (all)	(see note)	$ 3,600.00
San Jose	3	198.00	1,186.00
Simmons	13	350.00 (see note)	11,050.00
S. Carolina	8	634.00	5,067.00
S. Florida	8	358.00	2,862.00
Southern Cal	5	1,785.12	8,925.61
Southern Conn.	7	207.00 (see note)	3,392.00
Southern Miss.	8	800.00 (see note)	10,000.00
Syracuse	12	835.00	10,018.00
Tennessee	9	377.00	3,397.00
Texas	12	454.00	5,448.00
Texas Woman's	7	642.00	4,500.00
Toronto	15	200.00	3,000.00
Washington	2	487.00	974.00
Wayne St.	0	(see note)	64.00
Western Ontario	17	547.53	9,308.00
Wisc.-Madison	9	376.78	3,391.00
Wisc.-Milwaukee	5	871.00	4,356.00

Notes for Table I-49

Albany	"Only five of those eligible applied for travel funds."
Arizona	Average. "$180 in-state/$300 out of state."
Clarion	"$$,092 spent in addition to above - grant monies, stipends from professional activities."
Drexel	Average. "Administrative faculty = R1,000. Teaching faculty = $650."
Hawaii	Total. "Part for relocation expenses for new faculty."
Iowa	Average. "$195 is assured by College of Liberal Arts for each FTE. Up to $300 is available to a faculty member upon petition to present a paper at a conference. Additional funds are available to the director for recruitment travel."

Notes for Table I-49 (cont.)

Long Island	Average. "Maximum $250 per faculty member."
McGill	Average. "Average of $1108 per faculty plus $1000 received from Graduate Faculty Travel Fund."
Missouri	Average. "Dean $3,611 and faculty $854 each."
Montreal	Average. "Range $60 - $2184."
Oklahoma	Average. "$326.60 was allocated on a formula basis to each faculty member; each member received additional funds based on the discretion of the director. Thus the average amount used was $450.00."
Pittsburgh	Average. "$1,816 average per faculty member, excluding administrative."
St. John's	Average. "Director: $1600; faculty c. 350/per (some from grants)."
Simmons	Average. "$350 (administrative travel more) (some who held major professional responsibilities also more)."
Southern Conn.	Average. "$207.00 (Dean's travel funds excluded)."
Southern Miss.	Average. "$800.00 excluding Dean."
Wayne St.	Average. "Only one person received - (mileage)."

TABLE I-50: Support for Faculty Travel in 1983-84 Among ALISE Associate-Member Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Bridgewater	4	$ 125.00	
Emporia St.	9	(see note)	(see note)
Kutztown	3		110.00
Sam Houston	8	300.00	2,400.00
Shippensburg	None	None	None
Western Maryland	1	600.00	600.00
Western Michigan	4	450.00	1,807.99
Loughborough	All		

Notes for Table I-50

Emporia State	Total. "Instate - $1,731; out-of-state - $2,301; out-of-state field trip - $600." Average. "Instate - $250 each faculty member; $600 for Dean allocated; average used $192. Out-of-state allocated and spent $2301 (% allocated to each faculty member was based on participation, determined by Dean) average used $256."

Sabbatical Leaves

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1983-84. Thirty-one of the 66 ALISE member schools that responded to this questionnaire reported having faculty members on leave, as shown in Table I-51. This is an increase of two schools from last year.

TABLE I-51: ALISE Member Schools where Faculty Received Sabbatical or Study Leaves During 1983-84

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Albany	1	Full year	50%
Alberta	1	12 months	80%
Atlanta	1	12 months	50%
British Columbia	1	6 months	75%
Cal-Berkeley	3	(see note)	
Cal-L.A.	1	Spring Quarter	No salary
Catholic	1	1 semester	
Clarion	1	Entire time	
Columbia	1	Spring Term	Full salary
Dalhousie	1	12 months	75%
Hawaii	2	2 semesters 1 semester	100% 50%
Illinois	1	Spring 1984	Full salary
Iowa	1	Summer Research Grant	$3,000
Kent	1	Fall Semester 1983	
Kentucky	1		100%
Long Island	1	One semester	Full pay
Maryland	2	One semester each	
Michigan	2	5 months	
Minnesota	1	Quarter leave	100%

TABLE I-51: ALISE Member Schools where Faculty Received Sabbatical or Study Leaves During 1983-84 (cont.)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Missouri	1	(see note)	50%
Montreal	1	Full year	90%
N. Carolina Central	2	(see note)	Full salary
N. Carolina Greensboro	1	One semester	
Oklahoma	1	5 months	
Pittsburgh	2	1 - 6 months 1 - 2 months	
Rosary	2	(see note)	50%
Rutgers	2	One semester	80%
Simmons	1	1/2 year sabbatical	Full salary
Syracuse	3	(see note)	(see note)
Toronto	2	Half year	100%
Wisc.-Madison	1	(see note)	

Notes for Table I-51:

Albany	
Atlanta	"Librarian received 50% of salary for 12 months."
Cal-Berkeley	"1. September 1/83 - June 30/84 - sabbatical at 67% pay. 2. January 1/84 - June 30/84 - sabbatical at 100% pay. 3. September/83 - December/31/83 - leave on development grant at 100% pay."
Dalhousie	"Sabbatical of one year began July 1, 1983. Salary was 75% of regular salary for 12 months."
Missouri-Columbia	"Developmental Leave. 50% of salary for academic year (9 months)."
Montreal	"Special Research Fund 8%."
N. Carolina	"Each faculty member was on leave for 1 semester at full salary."
Rosary	"50% of salary paid in twelve installments."
Syracuse	"One faculty member 100% funded for one semester. Two faculty on leave without pay for one semester each."
Wisc.-Madison	"Half-time for the academic year."

Two ALISE associate-member schools reported having faculty members on sabbatical leave in 1983-84. These were Emporia State, with 1 for 1 semester at 100 percent salary, and Loughborough, with 1 for 1 term.

Support Staff

The final question in the faculty section of the ALISE questionnaire pertained to the support staff of library schools. The question was designed clearly to separate part-time student employees of the school from regular (non-student) support staff. Under each, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. This year marked the first year that staff support for the computer lab was distinguished from the "Other" category. The following definitions were provided for each subdivision:

> By (a) Administrative support is meant secretarial and other asistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any aupport staff beyond those listed above.
>
> If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time FTE categories.

Where obvious misinterpretations have been made by the schools, this writer has taken the liberty of making slight adjustments in the data supplied by the schools. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by ALISE member schools, varied from a low of 1 person to a high of 31.8. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data for some of the individual categories.

As noted above, a new category included this year was support staff in the computer lab. Sixteen schools indicated that they had assigned some support staff (exclusive of students) to work in a computer laboratory. The percentage of time assigned ranged from .33 FTE to 3 FTE. As more schools develop separate computer facilities, the number of persons assigned to this type of activity will increase.

TABLE 1-52: Support Staff Among ALISE Member Schools, 1983-84

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama	1	.5		.3		.2									2
Albany	1														2
Alberta	3		1						1	.5					4.5
Arizona	2		1						2			.50			5.5
Atlanta			1						1						2
Ball State	1						1		2						4
Brigham Young	2		.375												2.375
British Columbia	3											.33			3.33
Buffalo		.5	1												1.5
Cal-Berkeley	3.5	.5		1.51		,15					1	1			7.66
Cal.-L.A.	5.0		1									.50	1	.50	8
Case Western	2		2							1					5
Catholic	4.5		1						2	.5					8
Chicago	2			1											3
Clarion	1						3		3		3				10
Columbia	4	.5		.5								1			6
Dalhousie	3	.5													3.5

TABLE I-52: Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Denver	3		2					.8			1				6.8
Drexel	5		5						5	.50					15.5
Emory	1	.5		.5					1	.5					3.5
*Florida St.	4		1				1								5*
Hawaii	1	1													2
Illinois	2	.5	1	1.5		.5	1		3				3	.5	11
Indiana	4		1												5
Iowa	1			.5					1						2.5
Kent State		1.25	1												2.25
Kentucky	3	1					.25					.25			4.5
Long Island	2		1						1						4
Louisiana St.	1.5		1												2.5
Maryland	3	1.18	1	.5				1	3					.33	10.01
McGill	2	1													3
Michigan	3	.16	1				1		3						8.16
Minnesota	1														1
Missouri-Columbia	2		1	.5		.5			1	.75					5.75

* Two positions held by 1 person

TABLE I-52: Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Montreal	3.25	.25	1.75	.25		.5			4						10
N. Carolina	3	.75	1												4.75
N. Carolina Central	1		1						3						5
N. Carolina Greensboro	1														1
Northern Illinois	1														1
North Texas	1		1						2	1					5
Oklahoma	1		1												2
Peabody	2								1						3
Pittsburgh	8	2	8	2			2	.5	5	.5	3			.8	31.8
Pratt	2	.75							2						4.75
Queens	1	.5													1.5
Rhode Island	1		1												2
Rosary	2	.5													2.5
Rutgers	6	.5	1				1				1				9.5
St. John's	1	.4	1	.4	1	.2					1				5
San Jose	1														1
Simmons	5		1				1		2		1				10

TABLE I-52: Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
S. Carolina	1.5	.5	1.5												3.5
S. Florida	1	.5		1											2.5
Southern Cal.	3														3
Southern Conn.	.5		.5												1
Southern Mississippi	1	1.5				.5									3
Syracuse	2	.5	1		1	.5						.5			5.5
Tennessee	2													.66	2.66
Texas	3	1		1.3		.5		.5	1		1		1	.75	10.05
Texas Woman's	1		1						1					.5	3.5
Toronto	5	1.58	2	1			1	.8	10		1				22.38
Washington		2.25		1.70		.05									4
Wayne State	1														1
Western Ontario	3	1.5		.5		.15	1		5		2		1		14.15
Wisc.-Madison	4	.2	1					.5	3	.66					9.36
Wisc.-Milwaukee	2		1							.75					3.75

TABLE I-53: Support Staff Among ALISE Associate-Member Schools, 1983-84

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Bridgewater St.				1											1
Emporia St.	1														1
Kutztown						.5									.5
Sam Houston	2		2												4
Shippensburg		.5													.5
Western Maryland		1						1							2
Western Michigan	1	.5													1.5
Loughborough	3														3

TABLE I-54: Use of Students as Part-time Support Staff Among ALISE Member Schools, 1983-84

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Computer Lab Support FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama	.25		.50	.25	3.0	.25		4.25
Albany	1	8.5		1		1		13
Alberta			1.5		.5			1.5
Arizona	1.5	1			.5			3
Atlanta	.5	.5			2			3
Ball State	1	2.5		1		.5		5
Brigham Young			.375			.5		.875
British Columbia			1.5		.25			1.75
Buffalo	.25	.25		.5		.25		1.25
Cal-Berkeley	1.5	2.65	2.1			2		8.25
Cal.-L.A.		1.50	2		5			4
Case Western					1	.75		1.75
Catholic	.1		.7		.1			.9
Chicago		1.5	.5					2
Clarion	3	2	8	1	5	2		21
Columbia	2			.66				2.66
Dalhousie	.2	.4	2.4		1.8			4.8

TABLE 1-54: Use of Students as Part-time Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Computer Lab Support FTE of Part-Time	Other FTE of Part-Time	TOTAL
Denver		.53	3.2			.66		4.39
Drexel	1.5	5						6.5
Emory					3			3
Florida State		3	.5	.66	4.95			9.11
Hawaii	.85		1			.75		2.6
Illinois	.5	3	4.75	.75	2			11
Indiana		8			13			21
Iowa		.5	.75		.8	.25		2.3
Kent	.25	2.875	.25			.5		3.875
Kentucky	.25	.25		.75		.75		2
Long Island	5	1.5	1.5	3	3	.5		14.5
Louisiana St.		3.5				.5		4
Maryland	1.5	2	1.5	1	4.5	1.5 .25		12.25
McGill		2						2
Michigan	.6	2.1	.2		1.6			4.5
Minnesota	Not Reported							
Missouri						3		3

TABLE I-54: Use of Students as Part-time Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Computer Lab Support	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Montreal		1	.5	.05	1	.25		2.8
N. Carolina	.5	2.25	1.75	.5	1	.5		6.5
N.C. Central		.125			.125	.125		.375
N.C. Greensboro	.33		.66			.5	.33	1.82
Northern Illinois								
North Texas	.5				3	1		4.5
Oklahoma		.75	.5	.25				1.5
Peabody	.5	.5			.5	.5		2
Pittsburgh	1	22.5			4	2.5		30
Pratt	1.5		2		.21	1.5		5.21
Queens						.25		.25
Rhode Island		1	1.5					2.5
Rosary				1		1		2
Rutgers		1.5	.5			1		3
St. John's		1	1		1	1		4
San Jose	.2							.2
Simmons								

TABLE I-54: Use of Students as Part-time Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Computer Lab Support FTE of Part-Time	Other FTE of Part-Time	TOTAL
Montreal		1	.5	.05	1	.25		2.8
N. Carolina	.5	2.25	1.75	.5	1	.5		6.5
N.C. Central		.125			.125	.125		.375
N.C. Greensboro	.33		.66			.5	.33	1.82
Northern Illinois								
North Texas	.5				3	1		4.5
Oklahoma		.75	.5	.25				1.5
Peabody	.5	.5			.5	.5		2
Pittsburgh	1	22.5			4	2.5		30
Pratt	1.5		2		.21	1.5		5.21
Queens						.25		.25
Rhode Island		1	1.5					2.5
Rosary				1		1		2
Rutgers		1.5	.5			1		3
St. John's		1	1		1	1		4
San Jose	.2							.2
Simmons								

TABLE I-54: Use of Students as Part-time Support Staff Among ALISE Member Schools, 1983-84 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Computer Lab Support FTE of Part-Time	Other FTE of Part-Time	TOTAL
S. Carolina	1	8						9
S. Florida	.5	.5						1
Southern Cal.	.25	.125	.125			.25		.75
Southern Conn.	2	3						5
Southern Miss.	1	4	2	1				8
Syracuse	.5	3	4			1		8.5
Tennessee			2	.5		.5	.5	3.5
Texas	1.45	.5		.68	.62	.5	.37	4.12
Texas Woman's		.5	.25		2.5	.5		3.75
Toronto	.5	.26			1			.76
Washington		.5	.6			.75		1.85
Wayne State								
Western Ontario	.05	3	3.25	.2	3.6	.62	.55	8.27
Wisc.-Madison	.25	.5	.33	.825	1.85	.33 1		5.085
Wisc.-Milwaukee	.45	.75	.25			.25		1.7

TABLE I-55: Use of Students as Part-time Support Staff Among 8 ALISE Associate-Member Schools, 1983-84

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Computer Lab Support	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Bridgewater								
Emporia State	1	2	2	.5	1.2	.5		7.2
Kutztown					1.5			1.5
Sam Houston State			2					2
Shippensburg	.25	1						1.25
Western Maryland				1				1
Western Michigan	.6	.4	.7					1.7
Loughborough	.5		1					1.5

STUDENTS

By C. Glenn Sparks

The STUDENTS section reflects changes in format in 1985 that have resulted from entering the database in the computer and having the computer generate the tables. The data are comparable to previous years, however, and the basic table numbers have been retained. Some table headings have been revised.

The changes are self-explanatory. The most notable format changes are seen in Tables 1, 3, 4, 11, 12, and 13. Computerization provided the opportunity to present these tables in a way that does not fragment data relating to each level of program.

As in past years, the student survey requested information in three areas:

> Enrollment. Tables II-1 through II-3 describe enrollment by program and sex, number of classes or sections of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. Data on enrollment and classes are based on official enrollment in Fall Term 1984; data on degrees and certificates awarded are for the period 1983-84.
>
> Profile of the student body by program levels. Tables II-4 through II-8 give number of students by sex and ethnic origin; number of in-state/province and out-of-state/province students; number of foreign students enrolled, countries of origin, and number of students from each country; and number of students by age and sex. All figures in these tables are based on official enrollment in Fall Term 1984. Data for Table II-9 (Students by Sex and Highest Previous Degree Held) and II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested this year but may be included in a future survey.
>
> Finances. Tables II-11 through II-13 include data on (1) scholarships and assistantships awarded to students officially enrolled in 1983-84, by amount, sex, and program level; and (2) tuition and fee cost, by program level, of a degree obtained full-time if based on costs as of Fall Term 1984.

In reporting the data from the STUDENTS section of the questionnaire, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. Aside from these corrections, and barring possible typographical errors, the figures are those submitted by the schools. It should be kept in mind that since schools occasionally submit totals without preliminary breakdowns, horizontal totals may exceed the sum of figures in previous columns of a table.

All 66 ALISE member schools responded to the inquiry this year. Seven associate member schools returned the questionnaire.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1984. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review, with the exception of totals for the actual number of people. All of the 66 member schools provided data in 1985, as did the 7 reporting associate member schools. Schools were asked to report the number of students enrolled in several programs (if offered), using the parent institution's formula for computing student Full-Time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload should be counted as only 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's includes only those students who are working toward a master's degree in library/information science on or off campus; Post-Master's includes only those students who are working toward a post-master's degree or certificate in library/information science on or off campus; Doctoral includes only those students who are working toward a doctoral degree in library/information science on or off campus; Other Graduate Students includes students taking library/information science courses as cognate or service courses or for professional development on or off campus; Undergraduate includes students taking library/information science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. This information is given in Table II-1-c-(7) for member schools and Table II-1-d-(7) for associate member schools. Of the 24 member schools reporting FTE enrollment off-campus, the range was from 0.75 to 65.33 FTE, the median being 14.40. Off-campus FTE's reported by 3 associate member schools ranged from 4.55 to 21.80.

Summary Tables II-1-a and II-1-b were skewed, and certain totals in Tables II-1-c and II-1-d have been omitted because of incomplete data. UCLA did not differentiate 8 Other Graduate Students by sex. The FTE's for Missouri were incomplete, as were undergraduate enrollment figures. Missouri counted extension students as Other Graduate Students. Buffalo's 8 Cooperative Doctoral Students are not enrolled in the School of Information and Library Studies and are therefore not included in the Tables. The statistics on students in the Master's-level program at Syracuse include 34 students in the IRM program.

Among the associate member schools, Bridgewater reported only a total (no breakdown) for Other Graduate Students. Western Maryland did not report FTE's.

Tables II-1-e and II-1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. Ball State reported that these records are not maintained by the Department of Library and Information Science. The undergraduate majors reported by Montreal are in the Archives and Records Management program. At Drexel the major is in Information Systems.

TABLE II-1-a: Summary - Member Schools - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
	# Sch Rptg	Men	Women	Total	Men	Women	Total		#	FTE
							#	FTE		
Master's	66	791	2498	3289	937	4322	5259	2245.53	8548	5562.23
Post-Master's	33	8	56	64	48	178	226	86.81	290	150.81
Doctoral	24	73	101	174	115	213	328	116.04	502	290.04
Other Graduate	54	22	38	60	287	1169	1464	454.72	1552*	514.72
Undergraduate	38	36	139	175	683	1620	2303	645.07	2479	820.07

* Includes students not reported in previous columns.

TABLE II-1-b: Summary - Associate Member Schools - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
	# Sch Rptg	Men	Women	Total	Men	Women	Total		#	FTE
							#	FTE		
Master's	7	6	29	35	25	294	319	102.58	354	137.58
Post-Master's	2	0	0	0	5	8	13	6.00	13	6.00
Doctoral	0	0	0	0	0	0	0	0.00	0	0.00
Other Graduate	5	0	0	0	10	74	84	21.72	124	21.72
Undergraduate	4	3	57	60	36	106	142	22.19	202	82.19

TABLE II-1-c-(1): Member Schools - Master's Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama	7	30	37	2	1.00	20	10.00	22	11.00	59	48.00
Albany	13	40	53	18	8.16	74	34.66	92	42.82	145	95.82
Alberta	8	55	63	6	1.60	4	1.30	10	2.90	73	65.90
Arizona	14	49	63	6	3.60	29	17.40	35	21.00	98	84.00
Atlanta	5	18	23	7	6.00	16	9.00	23	15.00	46	38.00
Ball State		2	2	2	1.10	13	7.20	15	8.30	17	10.30
Brigham Young	13	19	32	19	9.88	37	19.40	56	29.28	88	61.28
British Columbia	11	67	78	4	2.35	5	3.36	9	5.71	87	83.71
Buffalo	13	55	68	15	5.00	64	27.00	79	32.00	147	100.00
Calif.-Berkeley	15	42	57	20	11.25	59	37.50	79	48.75	136	105.75
Calif.-L. A.	23	80	103	3	1.50	13	6.50	16	8.00	119	111.00
Case Western	2	7	9	4	1.92	18	9.33	22	11.25	31	20.25
Catholic	2	15	17	41	21.20	153	70.10	194	91.30	211	108.30
Chicago	9	15	24	13	6.67	18	9.00	31	15.67	55	39.67
Clarion	14	16	30	7	4.00	46	25.00	53	29.00	83	59.00
Columbia	20	44	64	33	16.00	55	26.50	88	42.50	152	106.50
Dalhousie	12	54	66	2	0.75	1	0.50	3	1.25	69	67.25
Denver	12	47	59	7	5.17	39	21.25	46	26.42	105	85.42
Drexel	6	24	30	59	20.00	124	41.00	183	61.00	213	91.00
Emory	11	22	33	7	3.33	32	16.00	39	19.33	72	52.33
Florida	7	26	33	10	4.42	52	22.84	62	27.26	95	60.26
Hawaii	8	10	18	14		41		55		73	18.00
Illinois	29	79	108	2	1.00	22	11.50	24	12.50	132	120.50
Indiana	23	67	90	40	20.83	170	72.66	210	93.49	300	183.49
Iowa	8	32	40	5	2.33	31	13.00	36	15.33	76	55.33
Kent State	9	30	39	31	12.75	159	36.50	190	49.25	229	88.25
Kentucky	15	33	48	8	5.36	72	48.24	80	53.60	128	101.60
Long Island	1	6	7	21	9.60	199	77.90	220	87.50	227	94.50
Louisiana	19	41	60	4	1.67	40	18.00	44	19.67	104	79.67
Maryland	29	72	101	34	23.00	127	76.98	161	99.98	262	200.98
McGill	19	96	115	4	1.75	18	9.00	22	10.75	137	125.75
Michigan	11	30	41	18	7.25	111	56.42	129	63.67	170	104.67
Minnesota						3	1.50	3	1.50	3	1.50
Missouri	12	20	32	7		54		61		93	59.70
Montreal	44	86	130	11	3.67	17	5.67	28	9.34	158	139.34
North Carolina	25	74	99	2	0.75	6	3.00	8	3.75	107	102.75
NC Central	5	17	22	2	1.25	33	21.50	35	22.75	57	44.75
NC-Greensboro	8	27	35	10	3.34	80	30.66	90	34.00	125	69.00
Northern Illinois	2	17	19	5	2.50	34	8.74	39	11.24	58	30.24
North Texas State	12	41	53	19	10.32	86	40.29	105	50.61	158	103.61

TABLE II-1-c-(1): Member Schools - Master's Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE (cont'd.)

				MASTER'S							
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				#	FTE	#	FTE	#	FTE	#	FTE
Oklahoma	1	10	11	16	6.91	117	41.41	133	48.32	144	59.32
Peabody	5	17	22	3	2.08	27	11.58	30	13.66	52	35.66
Pittsburgh	21	29	50	14	5.60	55	22.00	69	27.60	119	77.60
Pratt	4	19	23	29	19.30	70	46.60	99	65.90	122	88.90
Queens	2	11	13	28	2.25	92	40.50	120	42.75	133	55.75
Rhode Island	6	24	30	27	9.00	195	65.00	222	74.00	252	104.00
Rosary	3	26	29	15	7.67	123	57.67	138	65.34	167	94.34
Rutgers	13	36	49	26	14.00	107	52.13	133	66.13	182	115.13
St. John's	2	7	9	17	8.00	36	17.50	53	25.50	62	34.50
San Jose	8	30	38	23	10.10	92	29.80	115	39.90	153	77.90
Simmons	8	76	84	42	14.00	252	84.00	294	98.00	378	182.00
South Carolina	1	13	14	13	7.00	125	47.00	138	54.00	152	68.00
South Florida	9	22	31	19	10.50	95	46.20	114	56.70	145	87.70
Southern California	11	26	37	14	8.40	33	20.00	47	28.40	84	65.40
Southern Connecticut	18	36	54	7	2.97	101	45.21	108	48.18	162	102.18
Southern Mississippi	6	23	29	9	4.00	52	20.33	61	24.33	90	53.33
Syracuse	2	14	16	12	6.75	39	18.25	51	25.00	67	41.00
Tennessee	9	30	39	11	5.00	51	21.50	62	26.50	101	65.50
Texas	20	65	85	24	11.13	68	31.42	92	42.55	177	127.55
Texas Woman's	1	26	27	5	2.33	97	41.00	102	43.33	129	70.33
Toronto	36	117	153	11	3.60	44	14.60	55	18.20	208	171.20
Washington	36	102	138	5	3.02	18	10.08	23	13.10	161	151.10
Wayne State	1	21	22	11	6.00	59	28.00	70	34.00	92	56.00
Western Ontario	38	95	133	15	3.75	92	23.00	107	26.75	240	159.75
Wisc.-Madison	20	89	109	5	3.00	38	19.89	43	22.89	152	131.89
Wisc.-Milwaukee	14	29	43	14	4.83	69	21.00	83	25.83	126	68.83

TABLE II-1-c-(2): Member Schools - Post-Master's Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama		1	1							1	1.00
Albany				1	0.25	4	1.25	5	1.50	5	1.50
Atlanta				1	0.67	1	0.67	2	1.33	2	1.33
Buffalo	2	1	3	2	0.75	4	1.25	6	2.00	9	5.00
Calif.-Berkeley		3	3	2	1.25	9	6.75	11	8.00	14	11.00
Calif.-L. A.		3	3			2	1.00	2	1.00	5	4.00
Catholic		3	3	3	1.00	12	3.60	15	4.60	18	7.60
Chicago						1	0.33	1	0.33	1	0.33
Clarion				2	0.67	1	0.33	3	1.00	3	1.00
Columbia	1	3	4	3	1.25	8	3.00	11	4.25	15	8.25
Denver		2	2			2	0.67	2	0.67	4	2.67
Drexel		4	4	3	1.00	17	6.00	20	7.00	24	11.00
Emory						9	2.83	9	2.83	9	2.83
Florida		2	2			5	2.50	5	2.50	7	4.50
Hawaii						5		5		5	
Illinois	1	10	11			1	0.33	1	0.33	12	11.33
Indiana				3	0.75	9	2.25	12	3.00	12	3.00
Kent State				1	0.75			1	0.75	1	0.75
Long Island						8	1.90	8	1.90	8	1.90
North Texas State		1	1	3	1.00	10	4.00	13	5.00	14	6.00
Oklahoma		1	1			1	0.50	1	0.50	2	1.50
Pittsburgh	1	3	4	2	0.80	22	8.80	24	9.60	28	13.60
Pratt						4	2.60	4	2.60	4	2.60
Rhode Island				1	0.33	5	1.67	6	2.00	6	2.00
Rutgers				3	1.00	3	0.88	6	1.88	6	1.88
St. John's				1	0.50	5	2.00	6	2.50	6	2.50
South Carolina				3	1.00	3	1.00	6	2.00	6	2.00
South Florida						3	1.00	3	1.00	3	1.00
Southern Connecticut		4	4	2	0.99	3	0.99	5	1.98	9	5.98
Syracuse	3	12	15	10	5.50	12	5.50	22	11.00	37	26.00
Texas		3	3			1	0.34	1	0.34	4	3.34
Wisc.-Madison						5	1.67	5	1.67	5	1.67
Wisc.-Milwaukee				2	0.75	3	1.00	5	1.75	5	1.75

TABLE II-1-c-(3): Member Schools - Doctoral Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	DOCTORAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Calif.-Berkeley	7	5	12	4	1.75	11	7.00	15	8.75	27	20.75
Calif.-L. A.	2	4	6			4	2.00	4	2.00	10	8.00
Case Western	3	3	6	6	0.66	6	1.67	12	2.33	18	8.33
Chicago	2		2	2	1.33	4	1.67	6	3.00	8	5.00
Columbia	1	7	8	12	3.00	34	9.75	46	12.75	54	20.75
Drexel	1	2	3	5	2.00	8	3.00	13	5.00	16	8.00
Florida	6	2	8	1	0.75	6	0.50	7	1,25	15	9.25
Illinois	9	13	22	3	1.66	5	2.33	8	3.99	30	25.99
Indiana	5	7	12	15	3.75	14	3.50	29	7,25	41	19.25
Maryland	1	3	4	1	0.88	4	2.13	5	3.01	9	7.01
Michigan	5	2	7	1	0.08	2	0.25	3	0.33	10	7.33
Minnesota						1	0.50	1	0.50	1	0.50
North Carolina		1	1	6	2.25	5	2.00	11	4,25	12	5.25
North Texas State	1		1	6	2.31	7	12.64	13	14.95	14	15.95
Pittsburgh	11	8	19	11	4.40	17	6.80	28	11.20	47	30.20
Rutgers	4	5	9	30	5.40	41	8.40	71	13.80	80	22.80
Simmons				2	0.67	9	3.00	11	3.67	11	3.67
Southern California	2	1	3			2	1.00	2	1.00	5	4.00
Syracuse	5	7	12	2	1.00	5	2.50	7	3.50	19	15.50
Texas		4	4	1	0.34	3	1.02	4	1.36	8	5.36
Texas Woman's		8	8	1	0.33	18	6.80	19	7.13	27	15.13
Toronto	1	9	10	2	0.60			2	0.60	12	10.60
Western Ontario	3	5	8	2	0.50	1	0.25	3	0,75	11	8.75
Wisc.-Madison	4	5	9	2	0.56	6	3.11	8	3.67	17	12.67

TABLE II-1-c-(4): Member Schools - Other Graduate Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama	3	3	6	3	1.50	16	7.50	19	9.00	25	15.00
Albany		4	4	5	0.58	46	12.75	51	13.33	55	17.33
Alberta	2	4	6							6	6.00
Arizona	1	2	3	6	3.60	24	14.40	30	18.00	33	21.00
Atlanta				1	0.33	4	1.33	5	1.67	5	1,67
Ball State		1	1	1	0.40	9	3.90	10	4.30	11	5.30
Brigham Young				1	0.33	11	3.11	12	3.44	12	3,44
British Columbia				3	1.02	3	2.34	6	3.36	6	3.36
Buffalo				5	2.00	37	11.00	42	13.00	42	13,00
Calif.-L. A.	2	5	7					8	4.00	15	11.00
Case Western				1	0.25	5	1.25	6	1.50	6	1.50
Catholic	1		1	4	1.50	1	0.30	5	1.80	6	2.80
Chicago		1	1	1	0.33			1	0.33	2	1.33
Clarion				4	1.33	1	0.33	5	1.66	5	1.66
Columbia				3	0.75	8	2.33	11	3.08	11	3.08
Dalhousie						7	0.75	7	0.75	7	0.75
Emory	1		1			2	0.83	2	0.83	3	1.83
Florida				2	0.42	32	8.84	34	9.26	34	9.26
Hawaii	1	2	3	7		28		35		38	3.00
Illinois				4	2.00	6	1.66	10	3.66	10	3.66
Indiana				25	6.75	85	22.50	110	29.25	110	29.25
Iowa				2	0.67	12	3.89	14	4.56	14	4.56
Kent State				5	1.09	64	6.40	69	7.49	69	7.49
Kentucky		3	3	2	1.34	28	18.76	30	20.10	33	23.10
Long Island	3	1	4	4	1.60	22	9.50	26	11.10	30	15.10
Louisiana	1	1	2	3	1.00	47	16.00	50	17.00	52	19.00
Maryland										28	
McGill						4	1.00	4	1.00	4	1.00
Michigan				6	1.42	7	1.83	13	3.25	13	3.25
Missouri				7		49		56	4.70	56	4.70
Montreal				2	0.67	4	1.33	6	2.00	6	2.00
North Carolina				2	0.50	7	1.75	9	2.25	9	2.25
NC Central						13	7.00	13	7.00	13	7.00
Northern Illinois	1	1	2	7	3.00	57	13.50	64	16.50	66	18.50
North Texas State		2	2	3	1.00	20	8.33	23	9.33	25	11.33
Peabody				21	5.25	36	9.00	57	14.25	57	14.25
Queens				5	1.25	15	5.25	20	6.50	20	6.50
Rosary	1	1	2	5	1.67	29	10.00	34	11.67	36	13.67
Rutgers				3	0.88	59	12.88	62	13.76	62	13.76
St. John's				11	3.50	17	4.75	28	8.25	28	8.25

TABLE II-1-c-(4): Member Schools - Other Graduate Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE (cont'd.)

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Simmons				4	1.33	16	5.33	20	6.66	20	6.66
South Carolina				2	1.00	41	12.00	43	13.00	43	13.00
South Florida	2	2	4	21	7.50	82	37.80	103	45.30	107	49.30
Southern California				1	0.75			1	0.75	1	0.75
Southern Connecticut	1	1	2	5	1.65	36	14.85	41	16.50	43	18.50
Southern Mississippi	1		1	1	0.67	21	9.00	22	9.67	23	10.67
Syracuse				57	16.00	46	12.75	103	28.75	103	28.75
Texas	1	2	3	11	4.73	41	15.60	52	20.33	55	23.33
Toronto						6	2.00	6	2.00	6	2.00
Washington				5	1.66	25	8.34	30	10.00	30	10.00
Wayne State						1	0.50	1	0.50	1	0.50
Western Ontario				2	0.50	2	0.50	4	1.00	4	1.00
Wisc.-Madison		1	1	6	2.33	22	7.67	28	10.00	29	11.00
Wisc.-Milwaukee		1	1	8	2.50	15	4.83	23	7.33	24	8.33

TABLE II-1-c-(5): Member Schools - Undergraduate Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama				2	0.50	26	6.50	28	7.00	28	7.00
Albany				12	2.40	34	6.80	46	9.20	46	9.20
Alberta	2	64	66							66	66.00
Arizona				15	3.75	105	26.25	120	30.00	120	30.00
Atlanta				2	0.67			2	0.67	2	0.67
Ball State	3	10	13	103	35.69	173	60.15	276	95.84	289	108.84
Calif.-L. A.				33	8.25	43	10.75	76	19.00	76	19.00
Clarion	1	6	7	10	3.25	45	13.50	55	16.75	62	23.75
Drexel	18	11	29							29	29.00
Florida				6	1.59	33	9.00	39	10.59	39	10.59
Indiana				7	2.00	6	1.50	13	3.50	13	3.50
Iowa				23	5.75	35	8.75	58	14.50	58	14.50
Kent State						2	0.26	2	0.26	2	0.26
Kentucky				4	1.32	75	24.75	79	26.07	79	26.07
Long Island						1	0.10	1	0.10	1	0.10
Maryland	5	8	13			1		1		14	13.00
Michigan				2	0.33	2	0.33	4	0.66	4	0.66
Missouri									36.90		36.90
Montreal	7	19	26	28	9.33	70	23.33	98	32.66	124	58.66
North Carolina				3	0.75	58	14.50	61	15.25	61	15.25
NC Central				6	1.50	4	1.00	10	2.50	10	2.50
Northern Illinois				1	0.75	7	2.25	8	3.00	8	3.00
North Texas State				3	1.75	14	4.75	17	6.50	17	6.50
Oklahoma				33	4.44	84	11.29	117	15.73	117	15.73
Peabody						1	0.25	1	0.25	1	0.25
Queens						2	0.50	2	0.50	2	0.50
Rosary						1	0.33	1	0.33	1	0.33
South Florida				74	18.50	114	29.00	188	47.50	188	47.50
Southern Connecticut		7	7	91	22.75	189	47.25	280	70.00	287	77.00
Southern Mississippi		2	2	20	4.25	38	8.08	58	12.33	60	14.33
Syracuse				98	27.00	76	19.75	174	46.75	174	46.75
Tennessee				1	0.30	45	15.00	46	15.30	46	15.30
Texas				56	14.25	255	63.75	311	78.00	311	78.00
Texas Woman's		12	12			15	8.80	15	8.80	27	20.80
Washington				1	0.25	6	1.50	7	1.75	7	1.75
Wayne State						1	0.50	1	0.50	1	0.50
Wisc.-Madison				2	0.50	10	2.75	12	3.25	12	3.25
Wisc.-Milwaukee				47	7.00	49	6.13	96	13.13	96	13.13

TABLE II-1-c-(6): Member Schools - Total Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama	10	34	44	7	3.00	62	24.00	69	27.00	113	71.00
Albany	13	44	57	36	11.39	158	55.46	194	66.85	251	123.85
Alberta	12	123	135	6	1.60	4	1.30	10	2.90	145	137.90
Arizona	15	51	66	27	10.95	158	58.05	185	69.00	251	135.00
Atlanta	5	18	23	11	7.67	21	11.00	32	18.67	55	41.67
Ball State	3	13	16	106	37.19	195	71.25	301	108.44	317	124.44
Brigham Young	13	19	32	20	10.21	48	22.51	68	32.72	100	64.72
British Columbia	11	67	78	7	3.37	8	5.70	15	9.07	93	87.07
Buffalo	15	56	71	22	7.75	105	39.25	127	47.00	198	118.00
Calif.-Berkeley	22	50	72	26	14.25	79	51.25	105	65.50	177	137.50
Calif.-L. A.	27	92	119	36	9.75	62	20.25	106	34.00	225	153.00
Case Western	5	10	15	11	2.83	29	12.25	40	15.08	55	30.08
Catholic	3	18	21	48	23.70	166	74.00	214	97.70	235	118.70
Chicago	11	16	27	16	8.33	23	11.00	39	19.33	66	46.33
Clarion	15	22	37	23	9.25	93	39.16	116	48.41	153	85.41
Columbia	22	54	76	51	21.00	105	41.58	156	62.58	232	138.58
Dalhousie	12	54	66	2	0.75	8	1.25	10	2.00	76	68.00
Denver	12	49	61	7	5.17	41	21.92	48	27.09	109	88.09
Drexel	25	41	66	67	23.00	149	50.00	216	73.00	282	139.00
Emory	12	22	34	7	3.33	43	19.66	50	22.99	84	56.99
Florida	13	30	43	19	7.18	128	43.68	147	50.86	190	93.86
Hawaii	9	12	21	21		74		95		116	21.00
Illinois	39	102	141	9	4.66	34	15.82	43	20.48	184	161.48
Indiana	28	74	102	90	34.08	284	102.41	374	136.49	476	238.49
Iowa	8	32	40	30	8.75	78	25.64	108	34.39	148	74.39
Kent State	9	30	39	37	14.59	225	43.16	262	57.75	301	96.75
Kentucky	15	36	51	14	8.02	175	91.75	189	99.77	240	150.77
Long Island	4	7	11	25	11.20	230	89.40	255	100.60	266	111.60
Louisiana	20	42	62	7	2.67	87	34.00	94	36.67	156	98.67
Maryland	35	83	118	35	23.88	132	79.11	167	102.99	313	220.99
McGill	19	96	115	4	1.75	22	10.00	26	11.75	141	126.75
Michigan	16	32	48	27	9.08	122	58.83	149	67.91	197	115.91
Minnesota						4	2.00	4	2.00	4	2.00
Missouri	12	20	32	14		103		117	41.60	149	101.30
Montreal	51	105	156	41	13.67	91	30.33	132	44.00	288	200.00
North Carolina	25	75	100	13	4.25	76	21.25	89	25.50	189	125.50
NC Central	5	17	22	8	2.75	50	29.50	58	32.25	80	54.25
NC-Greensboro	8	27	35	10	3.34	80	30.66	90	34.00	125	69.00
Northern Illinois	3	18	21	13	6.25	98	24.49	111	30.74	132	51.74
North Texas State	13	44	57	34	16.38	137	70.01	171	86.39	228	143.39

TABLE II-1-c-(6): Member Schools - Total Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE (cont'd.)

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Oklahoma	1	11	12	49	11.35	202	53.20	251	64.55	263	76.55
Peabody	5	17	22	24	7.33	64	20.83	88	28.16	110	50.16
Pittsburgh	33	40	73	27	10.80	94	37.60	121	48.40	194	121.40
Pratt	4	19	23	29	19.30	74	49.20	103	68.50	126	91.50
Queens	2	11	13	33	3.50	109	46.25	142	49.75	155	62.75
Rhode Island	6	24	30	28	9.33	200	66.67	228	76.00	258	106.00
Rosary	4	27	31	20	9.34	153	68.00	173	77.34	204	108.34
Rutgers	17	41	58	62	21.28	210	74.29	272	95.57	330	153.57
St. John's	2	7	9	29	12.00	58	24.25	87	36.25	96	45.25
San Jose	8	30	38	23	10.10	92	29.80	115	39.90	153	77.90
Simmons	8	76	84	48	16.00	277	92.33	325	108.33	409	192.33
South Carolina	1	13	14	18	9.00	169	60.00	187	69.00	201	83.00
South Florida	11	24	35	114	36.50	294	114.00	408	150.50	443	185.50
Southern California	13	27	40	15	9.15	35	21.00	50	30.15	90	70.15
Southern Connecticut	19	48	67	105	28.36	329	108.30	434	136.66	501	203.66
Southern Mississippi	7	25	32	30	8.92	111	37.41	141	46.33	173	78.33
Syracuse	10	33	43	179	56.25	178	58.75	357	115.00	400	158.00
Tennessee	9	30	39	12	5.30	96	36.50	108	41.80	147	80.80
Texas	21	74	95	92	30.45	368	112.13	460	142.58	555	237.58
Texas Woman's	1	46	47	6	2.66	130	56.60	136	59.26	183	106.26
Toronto	37	126	163	13	4.20	50	16.60	63	20.80	226	183.80
Washington	36	102	138	11	4.93	49	19.92	60	24.85	198	162.85
Wayne State	1	21	22	11	6.00	61	29.00	72	35.00	94	57.00
Western Ontario	41	100	141	19	4.75	95	23.75	114	28.50	255	169.50
Wisc.-Madison	24	95	119	15	6.39	81	35.09	96	41.48	215	160.48
Wisc.-Milwaukee	14	30	44	71	15.08	136	32.96	207	48.04	251	92.04

TABLE II-1-c-(7): Member Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1984

	Total FTE Off Campus
Alabama	17.00
Arizona	4.62
Brigham Young	11.00
Buffalo	8.00
Catholic	33.70
Clarion	21.33
Florida	13.26
Indiana	65.33
Kent State	24.93
Kentucky	22.78
Louisiana	15.30
Missouri	4.70
Northern Illinois	26.00
Oklahoma	11.00
Pratt	17.60
Rhode Island	50.88
Rosary	1.00
Rutgers	10.25
Southern California	0.75
Southern Connecticut	14.24
Southern Mississippi	6.58
Texas	14.56
Western Ontario	15.00
Wisc.-Milwaukee	3.88

TABLE II-1-d-(1): Associate Member Schools - Master's Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater				2	1.00	12	6.00	14	7.00	14	7.00
Emporia	1	7	8	7	2.78	38	12.44	45	15.22	53	23.22
Kutztown	1	5	6	5	1.67	37	12.33	42	14.00	48	20.00
Sam Houston				2	0.80	122	39.80	124	40.60	124	40.60
Shippensburg		8	8	2	0.50	15	0.60	17	1.10	25	9.10
Western Maryland				4		16		20		20	
Western Michigan	4	9	13	3	1.55	54	23.11	57	24.66	70	37.66

TABLE II-1-d-(2): Associate Member Schools - Post-Master's Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater				4	2.00	6	3.00	10	5.00	10	5.00
Sam Houston				1	0.50	2	0.50	3	1.00	3	1.00

TABLE II-1-d-(3): Associate Member Schools - Doctoral Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

No doctoral students reported

TABLE II-1-d-(4): Associate Member Schools - Other Graduate Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater										40	
Emporia				7	1.89	68	17.89	75	19.78	75	19.78
Shippensburg				1	0.20	2	0.30	3	0.50	3	0.50
Western Maryland						1		1		1	
Western Michigan				2	0.44	3	1.00	5	1.44	5	1.44

TABLE II-1-d-(5): Associate Member Schools - Undergraduate Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Emporia				33	3.40	86	10.80	119	14.20	119	14.20
Kutztown	1	43	44	2	0.67	11	3.66	13	4.33	57	48.33
Shippensburg	2	14	16			3	1.33	3	1.33	19	17.33
Western Michigan				1	0.33	6	2.00	7	2.33	7	2.33

TABLE II-1-d-(6): Associate Member Schools - Total Students - Enrollment, Fall Term 1984, by Program and Sex to Determine FTE

	TOTAL									Total	
	Full-Time			Part-Time							
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater				6	3.00	18	9.00	24	12.00	64	12.00
Emporia	1	7	8	47	8.07	192	41.13	239	49.20	247	57.20
Kutztown	2	48	50	7	2.34	48	15.99	55	18.33	105	68.33
Sam Houston				3	1.30	124	40.30	127	41.60	127	41.60
Shippensburg	2	22	24	3	0.70	20	2.23	23	2.93	47	26.93
Western Maryland				4		17		21		21	
Western Michigan	4	9	13	6	2.32	63	26.11	69	28.43	82	41.43

TABLE II-1-d-(7): Associate Member Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1984

	Total FTE Off Campus
Emporia	7.33
Sam Houston	21.80
Western Michigan	4.55

TABLE II-1-e: Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1984

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Clarion	1	6	7	6	2.00	11	3.25	17	5.25	24	12.25
Drexel	18	11	29							29	29.00
Florida				6	1.59	33	9.00	39	10.59	39	10.59
Maryland		11	11			3		3		14	11.00
Montreal	7	19	26	28	9.33	70	23.33	98	32.66	124	58.66
North Texas State				3	1.75	14	4.75	17	6.50	17	6.50
Southern Connecticut		7	7	1	0.50	4	2.75	5	3.25	12	10.25
Southern Mississippi		2	2	6	3.08	15	6.16	21	9.24	23	11.24
Texas Woman's		12	12			15	8.80	15	8.80	27	20.80

TABLE II-1-f: Associate Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1984

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Kutztown	11	43	54	2	0.67	11	3.66	13	4.33	67	58.33
Shippensburg	2	14	16			3	1.33	3	1.33	19	17.33

Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Sixty member schools and 5 associate member schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Figures for Pittsburgh include only courses taught by instructors based in the Department of Library Science. The Ball State count includes graduate courses only. Missouri noted 470 students in a 1-hour undergraduate Library Skills course, who are not counted in the Table.

Schools were requested not to include individual study programs in the category 1-5, but to indicate the number of students enrolled in such programs. Fifty-one member schools reported a total of 832 students in individual study programs. Two associate member schools reported 54 students engaged in individual study. Several schools indicated the kinds of studies in which the students were involved. Among them were Dissertation Research, Field Work or Experience, Independent Research, Internship, Reading, Practicum, Problems, and Thesis.

Seven member schools reported classes in the category over 50. They included core or required courses (5 schools), an undergraduate service course (1 school), and a course whose type was undesignated (1 school).

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1984

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	4	7	4	3		1					
Albany	7	12	10	3	4	2	2	1	1		
Alberta	1	3	2	1	3	6					
Arizona		5	4	4	4	3	2				
Atlanta	3	7	2	2							
Ball State	11	4	2	1	2	8					
British Columbia		8	2	4		2		3			
Buffalo	2	1	4	2	4	5	1	1			
Calif.-Berkeley	2	7		13	16	6	2	1			1
Calif.-L. A.	9	6	7	5	7		2				
Case Western	16	3	1								
Catholic	12	11	8	3	2			1			
Chicago	3	4	1				2				
Clarion	3	5	3	2	3		3				
Columbia	7	4	7	6	2	2	2	3			
Dalhousie	3	4	3		1	1		5	1		
Denver	2	3	7	1	2	1	1	1			1
Drexel		7	12	6	4	2					
Emory	1	3	2	4		1	1	1			
Florida	2	13	6	4	1	2	1				
Illinois	4	2	6	3	6	6	1				
Indiana	6	5	4	7	4		3	6	3		
Iowa	3	5	4		1	3	1	1			
Kent State		6	7	11	4	2	1				
Kentucky	4	5	6	1	3	4					
Long Island		10	25	2	2						
Louisiana	1	4	6	3		2	2	1			
Maryland	3	10	6	3	4	5	3	1	1		
McGill		1	3	3	1	2		1		1	4
Michigan	2	6	6	7	2	1	3	1			
Missouri	2	5	10	1	2						
Montreal	1	2	3		3	1			1		4
North Carolina	5	9	4	3	1		1		2		
NC Central	17	4	3	2							
NC-Greensboro	5	3	1	3	5	2	1				
Northern Illinois	2	7	5	1	3						
North Texas State	4	8	11	2	3	1		3		1	
Oklahoma	4	3	6	3	2	3					
Peabody	3	2	5		3	1	1				

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1984 (cont'd.)

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Pittsburgh	4	8	6	4	4						
Queens	6	5	7	4	2						
Rhode Island	4	6	6	3		3					
Rosary	1	6	5	3	2		2			1	
Rutgers	7	14	14	9	12	2	1				
St. John's	6	7	6	2							
San Jose	1	10	4	3		2	2	1			
South Florida		4	6	5	5	1		4	2		
Southern California	7	3	1	4	4	2	1				
Southern Connecticut			1	2	4	4	4				
Southern Mississippi		7	9	5	2						
Syracuse	1	8	5	6	5	3	2	1	1		
Tennessee	22	23	12	7	4	4	2				
Texas	3	4	11	8	4						2
Texas Woman's	4	11	6	2	1					1	
Toronto	2	6	6	5		4	4	1	3		1
Washington		2	4	4	1	1	1	1			2
Wayne State		3	3	6							
Western Ontario	2	3	2	3	2	2	8	3	2	3	
Wisc.-Madison	1	8	4	3	6	6					
Wisc.-Milwaukee	4	3	8	3	4	2	1				

TABLE II-2-b: Associate Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1984

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Emporia	6	4	2	2	2	3	2	1			
Kutztown	1	1	6	2	2			4			
Sam Houston	9	32	16	4	2	4		1			
Shippensburg		4	1	1		1		2			
Western Michigan	2	6	4	2							

Degrees and Certificates Awarded by Sex and Ethnic Origin

The schools were requested to give the number of degrees and certificates awarded in 1983-84, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI), Asian or Pacific Islander (AP), Black (B), Hispanic (H), and White (W). Foreign (F) students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Sixty-six member schools responded. Two member schools did not supply information applicable to any table (Alabama, Catholic). Four U.S. member schools gave totals by sex only (Case Western, Long Island, Oklahoma, Wayne State). Two Canadian schools provided ethnic background and foreign-student data (Dalhousie and Montreal); 5 provided totals by sex only.

Simmons reported degrees and certificates awarded in January, May, and October 1983. Southern Connecticut did not include in its report 11 M.S. degrees in instructional technology.

Summary Table II-3a includes in its totals students not identified by ethnic origin; therefore, some horizontal totals are greater than the sums of figures in previous columns.

Seven associate member schools responded. All provided data on ethnic origin for one or more tables. Kutztown reported 8 post-master's degrees or certificates awarded; however, enrollment in a post-master's program is not reflected in data supplied for Table II-1. Table II-3-b is a summary for associate member schools.

TABLE II-3-a: Summary - Member Schools - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	# Sch Rptg	MALE							FEMALE							TOTAL*
		AI	AP	B	H	W	F	Total*	AI	AP	B	H	W	F	Total*	
BACHELOR'S	7	0	0	1	0	7	0	8	0	0	11	0	43	2	56	64
MASTER'S	63	0	11	13	11	544	39	732	5	55	86	40	2245	95	2942	3674
POST-MASTER'S	18	0	0	1	2	15	5	23	0	1	2	1	36	4	44	67
DOCTORAL	23	0	1	5	1	20	4	36	0	1	5	0	30	3	44	81

*Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Associate Member Schools - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	# Sch Rptg	MALE							FEMALE							TOTAL
		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
BACHELOR'S	3	0	0	0	0	5	0	5	0	0	0	0	25	1	26	31
MASTER'S	6	0	0	0	0	22	1	23	0	3	4	1	115	0	123	146
POST-MASTER'S	2	0	0	0	0	1	0	1	0	0	0	0	9	0	9	10
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE II-3-c-(1): Member Schools - Bachelor's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	BACHELOR'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Ball State					1		1			1		5		6	7
Clarion												6		6	6
NC Central			1		3		4			8		7		15	19
North Texas State												2		2	2
Southern Connecticut					1		1					9		9	10
Southern Mississippi					2		2			2		9		11	13
Texas Woman's												5	2	7	7

TABLE II-3-c-(2): Member Schools - Master's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Albany			1		19		20					49	2	51	71
Alberta							4							28	32
Arizona				1	9		10					36		36	46
Atlanta			1		2	1	4	1		15	1	3	2	22	26
Ball State					7		7			1		30		31	38
Brigham Young					5		5					15		15	20
British Columbia							12							39	51
Buffalo					22	2	24			1		48	7	56	80
Calif.-Berkeley			1		14		15			1	3	50	2	56	71
Calif.-L. A.					5		5	1	1		3	28	2	35	40
Case Western							15							28	43
Chicago					11	1	12					19		19	31
Clarion					8	5	13					16	1	17	30
Columbia			1		20	2	23		4	3	1	49		57	80
Dalhousie					4		4					31	2	33	37
Denver					8	3	11		4	2	6	48	2	62	73
Drexel			1	1	19	1	22		2	3		71	2	78	100
Emory					8	1	9					20		20	29
Florida		1			8		9			4	3	50	1	58	67
Hawaii		2			4	1	7		17	2	1	26	4	50	57
Illinois					20	3	23		2	2		68	6	78	101
Indiana					30		30					91		91	121
Iowa					15		15					33	1	34	49
Kent State					10		10			2		78	1	81	91
Kentucky					9		9			1		23		24	33
Long Island							11							55	66
Louisiana					6		6					27	4	31	37
Maryland			1		26		27		3	7		71	1	82	109
McGill							18							42	60
Michigan					15	2	17		3	5	2	89	1	100	117
Minnesota					8		8					44		44	52
Missouri		1			17		18		2	1	1	50		54	72
Montreal					10	8	18					47	5	52	70
North Carolina			1		10		11					55		55	66
NC-Greensboro					2		2			2		20		22	24
Northern Illinois					5		5					21	3	24	29
North Texas State					8		8				1	65	2	68	76
Oklahoma					2		2							26	28
Peabody		1			7		8					27	3	30	38
Pittsburgh			2		15	2	19	1		4		43	3	51	70

TABLE II-3-c-(2): Member Schools - Master's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin (cont'd.)

	MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Pratt					8		8			7		32		39	47
Queens			2		6		8		2	2	3	16		23	31
Rhode Island		1			8		9					59		59	68
Rosary				1	9	1	11				1	46	1	48	59
Rutgers				1	9		10			2		51		53	63
St. John's		1	1		3		5		2		1	14	1	18	23
San Jose		1		1	6		8		4	1	4	40	4	53	61
Simmons			1		14	5	20			1		98	9	108	128
South Carolina					5		5			4	1	41		46	51
South Florida				1	12		13			1	3	53		57	70
Southern California				2	3		5		3	2	2	16	2	25	30
Southern Connecticut		1			11		12					45		45	57
Southern Mississippi					4		4			4		21		25	29
Syracuse					7		7					31	9	40	47
Tennessee					9		9					19		19	28
Texas				1	11		12	1	1	1	2	43	7	55	67
Texas Woman's										2	1	39	1	43	43
Toronto							14							56	70
Washington		1		1	9		11	1	3	1		48		53	64
Wayne State							7							26	33
Western Ontario							33							116	149
Wisc.-Madison		1		1	15		17		1			51	4	56	73
Wisc.-Milwaukee					7	1	8		1	2		41		44	52

TABLE II-3-c-(3): Member Schools - Post-Master's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	POST-MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Albany													1	1	1
Calif.-Berkeley					3	1	4					3	2	5	9
Calif.-L. A.												1		1	1
Columbia					6	1	7				1	3		4	11
Denver												2		2	2
Drexel												6		6	6
Emory												4		4	4
Florida												1		1	1
Illinois					1	1	2					3		3	5
Indiana			1	1	1		3					2		2	5
Kent State						1	1								1
North Texas State					1		1					2		2	3
Pittsburgh				1	2	1	4		1	1		5		7	11
Rutgers												3		3	3
Southern Connecticut												1		1	1
Texas													1	1	1
Wisc.-Madison					1		1								1
Wisc.-Milwaukee										1				1	1

TABLE II-3-c-(4): Member Schools - Doctoral Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	DOCTORAL														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Calif.-Berkeley					1		1								1
Calif.-L. A.						1	1								1
Case Western							5							2	7
Chicago					1		1			1				1	2
Columbia					2		2			1		5		6	8
Drexel					1		1					5	1	6	7
Florida					1		1					3		3	4
Illinois				1	3		4					1		1	5
Indiana					1	1	2					1	1	2	4
Maryland										1				1	1
Michigan			1			1	2			1		1		2	4
Minnesota					4		4								4
North Carolina															1
North Texas State												4		4	4
Pittsburgh		1	3				4		1	1		3	1	6	10
Rutgers					2	1	3					2		2	5
Simmons					1		1					1		1	2
Southern California					2		2					3		3	5
Texas					1		1								1
Texas Woman's												1		1	1
Toronto														2	2
Western Ontario														1	1
Wisc.-Madison			1				1								1

TABLE II-3-c-(5): Member Schools - Total All Levels - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	TOTAL														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Albany			1		19		20					49	3	52	72
Alberta							4							28	32
Arizona				1	9		10					36		36	46
Atlanta			1		2	1	4	1		15	1	3	2	22	26
Ball State					8		8			2		35		37	45
Brigham Young					5		5					15		15	20
British Columbia							12							39	51
Buffalo					22	2	24			1		48	7	56	80
Calif.-Berkeley			1		18	1	20			1	3	53	4	61	81
Calif.-L. A.					5	1	6	1	1		3	29	2	36	42
Case Western							20							30	50
Chicago					12	1	13			1		19		20	33
Clarion					8	5	13					22	1	23	36
Columbia			1		28	3	32		4	4	2	57		67	99
Dalhousie					4		4					31	2	33	37
Denver					8	3	11		4	2	6	50	2	64	75
Drexel			1	1	20	1	23		2	3		82	3	90	113
Emory					8	1	9					24		24	33
Florida		1			9		10			4	3	54	1	62	72
Hawaii		2			4	1	7		17	2	1	26	4	50	57
Illinois				1	24	4	29		2	2		72	6	82	111
Indiana			1	1	32	1	35					94	1	95	130
Iowa					15		15					33	1	34	49
Kent State					10	1	11			2		78	1	81	92
Kentucky					9		9			1		23		24	33
Long Island							11							55	66
Louisiana					6		6					27	4	31	37
Maryland			1		26		27		3	8		71	1	83	110
McGill							18							42	60
Michigan			1		15	3	19		3	6	2	90	1	102	121
Minnesota					12		12					44		44	56
Missouri		1			17		18		2	1	1	50		54	72
Montreal					10	8	18					47	5	52	70
North Carolina			1		10		11					55		55	67
NC Central			1		3		4			8		7		15	19
NC-Greensboro					2		2			2		20		22	24
Northern Illinois					5		5					21	3	24	29
North Texas State					9		9				1	73	2	76	85
Oklahoma					2		2							26	28
Peabody		1			7		8					27	3	30	38

TABLE II-3-c-(5): Member Schools - Total All Levels - Degrees and Certificates Awarded, 1983-1984, by Sex and Ethnic Origin (cont'd.)

	TOTAL														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Pittsburgh		1	5	1	17	3	27	1	2	6		51	4	64	91
Pratt					8		8			7		32		39	47
Queens			2		6		8		2	2	3	16		23	31
Rhode Island		1			8		9					59		59	68
Rosary				1	9	1	11				1	46	1	48	59
Rutgers				1	11	1	13			2		56		58	71
St. John's		1	1		3		5		2		1	14	1	18	23
San Jose		1		1	6		8		4	1	4	40	4	53	61
Simmons			1		15	5	21			1		99	9	109	130
South Carolina					5		5			4	1	41		46	51
South Florida				1	12		13			1	3	53		57	70
Southern California				2	5		7		3	2	2	19	2	28	35
Southern Connecticut		1			12		13					55		55	68
Southern Mississippi					6		6			6		30		36	42
Syracuse					7		7					31	9	40	47
Tennessee					9		9					19		19	28
Texas				1	12		13	1	1	1	2	43	8	56	69
Texas Woman's										2	1	45	3	51	51
Toronto							14							58	72
Washington		1		1	9		11	1	3	1		48		53	64
Wayne State							7							26	33
Western Ontario							33							117	150
Wisc.-Madison		1	1	1	16		19		1			51	4	56	75
Wisc.-Milwaukee					7	1	8		1	3		41		45	53

TABLE II-3-d-(1): Associate Member Schools - Bachelor's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	BACHELOR'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Kutztown					3		3					9		9	12
Shippensburg												11		11	11
Western Michigan					2		2					5	1	6	8

TABLE II-3-d-(2): Associate Member Schools - Master's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Bridgewater					2		2								2
Emporia					8		8		3	2		44		49	57
Sam Houston					1		1			1	1	26		28	29
Shippensburg					1		1					6		6	7
Western Maryland					1		1					3		3	4
Western Michigan					9	1	10			1		36		37	47

TABLE II-3-d-(3): Associate Member Schools - Post-Master's Level - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	POST-MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Kutztown												8		8	8
Western Michigan					1		1					1		1	2

No doctoral degrees or certificates reported

TABLE II-3-d-(4): Associate Member Schools - Total All Levels - Degrees and Certificates Awarded, 1983-84, by Sex and Ethnic Origin

	TOTAL														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Bridgewater					2		2								2
Emporia					8		8		3	2		44		49	57
Kutztown					3		3					17		17	20
Sam Houston					1		1			1	1	26		28	29
Shippensburg					1		1					17		17	18
Western Maryland					1		1					3		3	4
Western Michigan					12	1	13			1		42	1	44	57

Enrollment, Fall Term 1984, by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d provide a profile of students by sex and ethnic origin. Figures are based on the number of students (citizens and permanent residents only) officially enrolled in Fall Term 1984. Canadian schools were not asked to supply the ethnic breakdown.

The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see Table II-1, above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see Table II-3, above).

Of 66 responding member schools, 61 supplied usable information. Table II-4-c reflects responses by these member schools to each part of the request. No information was furnished by Alabama, Catholic, Long Island, and British Columbia; Rhode Island gave unusable data. Case Western included Other Graduate Students in Master's figures.

Table II-4-d displays information from the 7 responding associate member schools.

TABLE II-4-a: Summary - Member Schools - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	# Sch	MALE							FEMALE						
	Rptg	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	61	5	47	51	32	1235	240	1610	11	139	242	71	4756	873	6092
POST-MASTER'S	27	1	1	0	1	28	4	35	0	3	8	0	132	25	168
DOCTORAL	24	0	4	9	1	121	31	166	3	7	17	5	214	43	289

TABLE II-4-b: Summary - Associate Member Schools - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	# Sch	MALE							FEMALE						
	Rptg	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	7	0	0	0	1	25	8	34	0	1	1	25	264	45	336
POST-MASTER'S	2	0	0	0	0	5	0	5	0	0	0	0	8	0	8
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE II-4-c-(1): Member Schools - Master's Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Albany					29		29			1		109		110
Alberta						14	14						59	59
Arizona		2	1	6	10		19		2	1	5	80		88
Atlanta	1		8		2		11	1	1	29		4		35
Ball State					2		2			1		14		15
Brigham Young		5		1	26		32		4			52		56
Buffalo		3	2		23		28		6	9		104		119
Calif.-Berkeley			1	3	31		35	2	3	2	4	86		97
Calif.-L. A.	1	3	2		22		28	1	3	3	3	88		98
Case Western					3		3			6		16		22
Chicago		2			20		22			1		31		32
Clarion		3	1		17		21		7			55		62
Columbia				1	49		50		5	2	1	86		94
Dalhousie					13		13					51		51
Denver			1	2	16		19		1	2	1	76		80
Drexel			2		63		65		6	5		137		148
Emory					17		17			2		50		52
Florida			1		16		17		1	7	3	67		78
Hawaii		9	1		12	8	30		25			26	30	81
Illinois			1	2	26		29		2	1		89		92
Indiana					63		63		1	4	1	231		237
Iowa					13		13			1		59		60
Kent State			1		37		38		5	3		169		177
Kentucky			1		22		23			4		101		105
Louisiana			1		18		19		1	6		69		76
Maryland	2	1	3	1	53		60		12	13	4	173		202
McGill						22	22						116	116
Michigan			1		28		29		1	12	2	123		138
Minnesota												3		3
Missouri			1		16		17			2	1	66		69
Montreal						46	46						101	101
North Carolina					27		27		6	1		73		80
NC Central			4		2		6			26		36		62
NC-Greensboro			3		15		18		1	8		98		107
Northern Illinois					7		7			3		48		51
North Texas State		1			28	2	31				4	115	8	127
Oklahoma					17		17	4		1		84	29	118
Peabody		1			7		8			1		43		44
Pittsburgh						35	35						84	84
Pratt		3	6	2	24		35		2	13	5	67		87

TABLE II-4-c-(1): Member Schools - Master's Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only) (cont'd.)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Queens		2		1	27		30		6	9	4	77		96
Rosary		1	1		16		18		2	4		140		146
Rutgers		5	2	1	31		39		7	3		128	5	143
St. John's	1		1	1	26		29			6	1	52		59
San Jose					24		24		4	7	8	98		117
Simmons		1		1	48		50		1	3	1	323		328
South Carolina		1	1		12		14		6	8	2	121	1	138
South Florida			1	4	45		50		3	6	9	99		117
Southern California		2	2	1	18		23		2	1	4	46		53
Southern Connecticut					35		35		2	2	2	170	4	180
Southern Mississippi		1			13	1	15		1	5		61	8	75
Syracuse					17		17		1			60		61
Tennessee					24		24			3		72		75
Texas			1	4	34		39	1		2	4	105		112
Texas Woman's					5		5		4	5	2	104		115
Toronto						47	47						161	161
Washington		1			38		39		3	3		112		118
Wayne State						12	12						80	80
Western Ontario						53	53						187	187
Wisc.-Madison					23		23	1	1			121		123
Wisc.-Milwaukee				1	25		26	1	1	5		88		95

TABLE II-4-c-(2): Member Schools - Post-Master's Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Albany					1		1					4		4
Atlanta	1						1							
Buffalo		1			3		4					5		5
Calif.-Berkeley					2		2		1			11		12
Calif.-L. A.												5		5
Chicago												1		1
Clarion					2		2					1		1
Columbia					3		3			1		8		9
Denver												4		4
Drexel					3		3			2		19		21
Emory												9		9
Florida									1			6		7
Hawaii												5		5
Illinois					1		1		1	2		3		6
Indiana					3		3					9		9
North Texas State				1	1	1	3					11		11
Oklahoma												2		2
Pittsburgh						3	3						25	25
Pratt										2		2		4
Rutgers					3		3					3		3
South Carolina					3		3					3		3
South Florida												3		3
Southern Connecticut					2		2			1		6		7
Syracuse												2		2
Texas												1		1
Wisc.-Madison												5		5
Wisc.-Milwaukee					1		1					4		4

TABLE II-4-c-(3): Member Schools - Doctoral Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	DOCTORAL													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Calif.-Berkeley					9		9					11		11
Calif.-L. A.					2		2					8		8
Case Western					3		3			1		6		7
Chicago					4		4					4		4
Columbia		1			12		13	1	1	2	2	31		37
Drexel			1		5		6					10		10
Florida		2	1		4		7			1		7		8
Illinois					10		10	1		1		12		14
Indiana			2		16		18		1	1		15		17
Maryland					2		2					7		7
Michigan			1		5		6			1		2		3
Minnesota										1				1
North Carolina					5		5			1		6		7
North Texas State			1		5	1	7			1		6		7
Pittsburgh						22	22						25	25
Rutgers		1	2		28		31		3	5		33	3	44
Simmons			1		1		2			1		8		9
Southern California					2		2				1	2		3
Syracuse					4		4					11		11
Texas										1		3		4
Texas Woman's				1			1	1	1		2	22		26
Toronto						3	3						9	9
Western Ontario						5	5						6	6
Wisc.-Madison					4		4		1			10		11

TABLE II-4-d-(1): Associate Member Schools - Master's Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Bridgewater					2		2					12		12
Emporia						8	8						45	45
Kutztown					9		9					54		54
Sam Houston				1	1		2				24	98		122
Shippensburg					2		2					23		23
Western Maryland					4		4					17		17
Western Michigan					7		7		1	1	1	60		63

TABLE II-4-d-(2): Associate Member Schools - Post-Master's Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Bridgewater					4		4					6		6
Sam Houston					1		1					2		2

TABLE II-4-d-(3): Associate Member Schools - Doctoral Students - Enrollment, Fall Term 1984, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

No doctoral students reported

Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1984, Including Foreign Students

In giving their in-state/province and out-of-state/province enrollment, fifty-five member schools reported a total in-state/province enrollment of 5,848 and a total out-of-state/province enrollment of 1,627 for a total of 7,475 students. Following is the breakdown by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	55	5476	1406
POST-MASTER'S	26	144	35
DOCTORAL	20	228	186

Six associate member schools reported 349 in-state and 13 out-of-state students, for a total of 362. Following is the breakdown by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	6	337	12
POST-MASTER'S	2	12	1
DOCTORAL			

The compilation by school is shown in Tables II-5-a and II-5-b, which follow.

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1984, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Alabama	30	29					30	29
Albany	111	24	5				116	24
Alberta	73	3					73	3
Arizona	62	26					62	26
Atlanta	30	21	1	1			31	22
Ball State	15	2					15	2
Brigham Young	53	35					53	35
British Columbia	68	19					68	19
Buffalo	127	20	8	1			135	21
Calif.-Berkeley	121	15	11	3	19	8	151	26
Calif.-L. A.	120	15	5	1	10	2	135	18
Case Western	25				9	1	34	1
Chicago	20	34		1	4	4	24	39
Clarion	62	21	3				65	21
Columbia	92	60	9	6	27	27	128	93
Dalhousie	28	41					28	41
Denver	66	37	3	1			69	38
Drexel	144	69	20	4	6	10	170	83
Emory	40	32	9				49	32
Florida	83	12	5		3	6	91	18
Hawaii	46	27	5				51	27
Illinois	95	37	2	11	10	23	107	71
Indiana	228	72	12		19	21	259	93
Iowa	60	16					60	16
Kent State	220	9		1			220	10
Kentucky	87	41					87	41
Louisiana	81	23					81	23
Maryland	160	102			7	2	167	104
Michigan	132	41			5	5	137	46
Minnesota	3						3	
Missouri	69	24					69	24
Montreal	142	16					142	16
North Carolina	57	50			7	5	64	55
NC Central	68	2					68	2
Northern Illinois	151	4					151	4
North Texas State	143	15	11	3	9	5	163	23
Oklahoma	127	6	2				129	6
Peabody	33	19					33	19

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1984, including Foreign Students (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Pratt	111	11	3	1			114	12
Queens	130	3					130	3
Rosary	159	8					159	8
Rutgers	156	14	6		48	32	210	46
St. John's	81	10	5				86	10
Simmons	302	76			7	4	309	80
South Carolina	122	30	6				128	30
South Florida	136	9	3				139	9
Southern California	71	15			3	2	74	17
Southern Mississippi	66	42					66	42
Tennessee	84	15					84	15
Texas	123	40	1		2	6	126	46
Texas Woman's	121	9			21	6	142	15
Toronto	188	20			5	7	193	27
Washington	128	33					128	33
Wisc.-Madison	112	40	4	1	7	10	123	51
Wisc.-Milwaukee	114	12	5				119	12

TABLE II-5-b: Associate Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1984, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Bridgewater	14		10				24	
Emporia	53	5					53	5
Kutztown	60						60	
Sam Houston	124		2	1			126	1
Shippensburg	17	6					17	6
Western Michigan	69	1					69	1

Foreign Students Enrolled, Fall Term 1984

Sixty-two member schools reported having foreign students enrolled at one or more levels. Of the 62, Minnesota showed no master's-level foreign students. In summary, member schools reported a total of 533 foreign students, distributed as shown in Table II-6-a.

Three associate member schools reported a total of 5 foreign students distributed as shown in Table II-6-b.

The listing by schools is shown in Tables II-6-c (members) and II-6-d (associate members). Of the ALISE member schools, 45 had 1-10 foreign students, 13 had 11-20, and 4 had more than 20. The 4 schools reporting more than 20 foreign students were Illinois, Indiana, Pittsburgh, and Syracuse.

TABLE II-6-a: Summary - Member Schools - Foreign Students Enrolled, Fall Term 1984, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	61	123	296	419
POST-MASTER'S	11	7	16	23
DOCTORAL	19	46	45	91
TOTAL		176	357	533

TABLE II-6-b: Summary - Associate Member Schools - Foreign Students Enrolled, Fall Term 1984, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	3	2	3	5
POST-MASTER'S				
DOCTORAL				
TOTAL		2	3	5

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1984, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Alabama		4						4	4
Albany	2	4					2	4	6
Alberta		3						3	3
Arizona	2	2					2	2	4
Atlanta	1	5	1				2	5	7
Ball State		1						1	1
Brigham Young	6	4					6	4	10
British Columbia		2						2	2
Buffalo	6	11	1				7	11	18
Calif.-Berkeley	1	4			2	5	3	9	12
Calif.-L. A.	2	6					2	6	8
Case Western	6	2			4	8	10	10	20
Chicago		1						1	1
Clarion	8	9					8	9	17
Columbia	3	5	1	2		4	4	11	15
Dalhousie	1	4					1	4	5
Denver	1	4					1	4	5
Drexel		4		2	2	1	2	7	9
Emory	1	2					1	2	3
Florida		1		1	5	1	5	3	8
Hawaii	4	5					4	5	9
Illinois	2	9		6	5	4	7	19	26
Indiana	9	14			2	4	11	18	29
Iowa		3						3	3
Kent State	1	4	1				2	4	6
Louisiana	3	3					3	3	6
Maryland	1	12			1		2	12	14
McGill	1	2					1	2	3
Michigan	1	4			2	1	3	5	8
Minnesota						1		1	1
Missouri	2	5					2	5	7
Montreal	9	2					9	2	11
North Carolina		5						5	5
NC Central	1	1					1	1	2
NC-Greensboro	1	2					1	2	3
Northern Illinois		4						4	4
North Texas State	2	8	1		1		4	8	12
Oklahoma		1						1	1
Peabody		1						1	1

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1984, by Program Level and Sex (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Pittsburgh	5	9	1	3	15	4	21	16	37
Pratt	4	6					4	6	10
Queens	2	5					2	5	7
Rhode Island		2						2	2
Rosary		3						3	3
Rutgers	3	9			2	3	5	12	17
St. John's	2	6					2	6	8
San Jose		12						12	12
Simmons	3	17					3	17	20
South Carolina	1	5	1				2	5	7
South Florida	1	2					1	2	3
Southern California	5	8					5	8	13
Southern Mississippi	2	3					2	3	5
Syracuse	8	11		2	2	1	10	14	24
Tennessee	1						1		1
Texas	2	11			1	3	3	14	17
Texas Woman's		6				2		8	8
Toronto	1	1				2	1	3	4
Washington	1	3					1	3	4
Wayne State		2						2	2
Western Ontario	1	5				1	1	6	7
Wisc.-Madison	2	4			2		4	4	8
Wisc.-Milwaukee	2	3					2	3	5

TABLE II-6-d: Associate Member Schools - Number of Foreign Students Enrolled, Fall Term 1984, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Emporia	2						2		2
Shippensburg		2						2	2
Western Michigan		1						1	1

Foreign Students Enrolled, Fall 1984, by Countries of Origin and Program Level

Sixty-two member schools and 3 associate member schools furnished the number of foreign students enrolled in Fall Term 1984 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral).

Table II-7 lists the countries from which the students came and the number of students reported for each country. In member schools, the largest number came from Taiwan (113), China (38), and Korea (36). Of the associate member schools, Emporia and Shippensburg each reported two students from Taiwan while Western Michigan reported 1 from Japan.

TABLE II-7: Number of Foreign Students Enrolled in Member and Associate Member Schools, Fall Term 1984, by Countries of Origin (According to Visas) and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	Member		Assoc.	Member		Assoc.	Member		Assoc.	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Algeria	1						1			2
Antiqua				1						1
Australia	4	1		1						6
Austria	1									1
Barbados	1									1
Bermuda				1						1
Botswana	1									1
Brazil	2						1			3
Burma	1									1
Burundi		1								1
Cameroon	1									1
Cameroons	1									1
Canada	9						1			10
Chile	1									1
China	31	2		1			4			38
Colombia	2									2
Costa Rica	1						2			3
Cuba	1									1
Dominican Republic	1									1
Egypt	1									1
England	3						2			5
Ethiopia	3									3
Finland	1									1
France	2	2								4
Germany				1						1
Ghana	1						1			2
Greece	2	1								3
Grenada	1									1
Guyana	2									2
Haiti	1									1
Hong Kong	12						2			14
Hungary	1			1						2
Iceland							1			1
India	22			2			5			29
Indonesia	8						2			10
Iran	3			2			4			9
Iraq							2			2
Ireland	1						1			2
Israel	2						1			3
Italy	1									1

TABLE II-7: Number of Foreign Students Enrolled in Member and Associate Member Schools Fall Term, 1984, by Countries of Origin (According to Visas) and Program Level (cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	Member		Assoc.	Member		Assoc.	Member		Assoc.	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Ivory Coast		2								2
Jamaica	3			1						4
Japan	14		1	1						16
Jordan	2						3			5
Kenya							1			1
Korea	26			2			8			36
Kuwait	12									12
Lebanon	4						2			6
Liberia	1									1
Libya							1			1
Malaysia	18			1			2			21
Mexico							3			3
Morocco		1					1			2
Mozambique	1									1
Nepal	1									1
Nigeria	16			1			7			24
Northern Ireland	1			1			1			3
Norway							1			1
Pakistan	2						2			4
Philippines	3						1			4
Puerto Rico	2									2
Romania	2									2
Russia	3									3
Saint Vincent	1									1
Saudi Arabia	11			1			12			24
Sierra Leone		1								1
Singapore	1									1
South Africa	9	1					1			11
Spain							1			1
Sri Lanka	1									1
Sudan	1									1
Sweden							1			1
Syria	1									1
Taiwan	105		4	4			4			117
Tanzania	2									2
Thailand	2						4			6
Trinidad	4	1					1			6
Tunisia	1	6					1			8
Turkey	1									1
Uganda	1									1

TABLE II-7: Number of Foreign Students Enrolled in Member and Associate Member Schools, Fall Term 1984, by Countries of Origin (According to Visas) and Program Level (cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	Member		Assoc.	Member		Assoc.	Member		Assoc.	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
United Kingdom	1									1
United States		4								4
USSR	1									1
Venezuela	3									3
Vietnam	1									1
Virgin Islands				1						1
West Bank	3									3
Western Samoa	1									1
Zambia	3	1					1			5
Zimbabwe	1									1

Students Enrolled by Age and Sex

Fifty member schools supplied data for Table II-8-a, which summarizes responses to the request for information on number of students by age (as of January 1, 1985) and sex, who were enrolled in the preceding fall term. A summary of the replies from 4 associate member schools is given in Table II-8-b.

TABLE II-8-a: Summary - Member Schools - Students Enrolled in Fall Term 1984 by Age (as of January 1, 1985) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	131	450	392	251	120	52	25	15	79	1515
Post-Master's	1	0	3	4	3	6	1	0	4	22
Doctoral	1	11	23	33	15	9	0	0	34	126

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	701	1216	910	672	448	252	100	74	295	4668
Post-Master's	1	14	19	25	19	12	7	2	11	110
Doctoral	1	15	40	59	43	22	8	6	46	240

TABLE II-8-b: Summary - Associate Member Schools - Students Enrolled in Fall Term 1984 by Age (as of January 1, 1985) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	3	6	4	3	3	1	0	0	1	21
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	8	35	24	28	19	16	5	0	18	153
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

Information for the following tables was not requested for the 1985 survey, but may be again in the future:

Students by Sex and Highest Previous Degree Held

Table II-9-a: Summary - Member Schools

Table II-9-b: Summary - Associate Member Schools

Students by Undergraduate Major, Sex, and Program Level

Table II-10-a: Summary - Member Schools

Table II-10-b: Summary - Associate Member Schools

Scholarship Aid Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library/information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year. Included was such scholarship/fellowship aid as awards administered directly through the school (including federal funds such as Title II-B), awards granted from other parent-institution funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g., common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 66 member schools returning questionnaires in 1985, 9 supplied no data for Table II-11 (Alberta, Ball State, Clarion, Northern Illinois, Oklahoma, Pratt, South Carolina, Tennessee, Toronto). For the remaining 57 schools, the range in reported funds was from $750 to $286,118.

In 1985 Illinois included tuition and fee waivers for assistantships, not included in its 1984 report. McGill did not include $46,330 (source not given in the report) awarded to students but not administered by the school. Syracuse figures include 12 IRM awards amounting to $33,250. Texas stated that certain scholarship awards to non-resident students entitle them to in-state tuition rates, and the value of these tuition cuts is not included in figures reported.

Two associate member schools reported scholarship aid amounting to $2,600 and $6,500.

TABLE II-11-a-(1): Member Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1983-84, by Amount and Sex

	MASTER'S					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Alabama	2	5,750.00	4	9,500.00	6	15,250.00
Albany			3	12,000.00	3	12,000.00
Arizona	2	9,700.00	7	11,400.00	9	21,100.00
Atlanta	6	5,040.00	18	37,225.00	24	42,265.00
Brigham Young	12	11,060.00	19	11,075.00	31	22,135.00
British Columbia	10	7,241.00	41	29,728.00	51	36,969.00
Buffalo			1	4,000.00	1	4,000.00
Calif.-Berkeley	7	18,441.00	16	66,820.00	23	85,261.00
Calif.-L. A.	5	9,511.00	22	45,811.00	27	55,322.00
Case Western	2	2,417.00	19	25,615.00	21	28,032.00
Chicago	19	47,273.00	35	104,474.00	54	151,747.00
Columbia	15	88,356.00	33	197,762.00	48	286,118.00
Dalhousie	3	3,774.00	24	38,418.00	27	42,192.00
Denver	5	8,640.00	30	114,802.00	35	123,442.00
Drexel	7	28,500.00	15	60,500.00	22	89,000.00
Emory	18	52,632.00	52	103,837.00	70	156,469.00
Florida			2	10,000.00	2	10,000.00
Hawaii	4	3,000.00	7	4,050.00	11	7,050.00
Illinois	15	45,750.00	32	111,610.00	47	157,360.00
Indiana	5	19,222.00	26	119,535.00	31	138,757.00
Iowa	7	9,264.00	16	9,826.00	23	19,090.00
Kent State			1	8,000.00	1	8,000.00
Kentucky	5	9,570.00	18	34,263.00	23	43,833.00
Long Island	3	2,088.00	22	30,201.00	25	32,289.00
Louisiana	2	1,500.00	8	4,650.00	10	6,150.00
Maryland	4	8,606.00	30	32,869.00	34	41,475.00
McGill	5	5,785.00	5	4,685.00	10	10,470.00
Michigan	11	20,743.00	51	158,758.00	62	179,501.00
Minnesota	1	1,500.00	10	10,000.00	11	11,500.00
Missouri	4	7,948.00	6	14,168.00	10	22,116.00
Montreal	3	15,550.00	4	27,220.00	7	42,770.00
North Carolina	9	19,600.00	24	31,450.00	33	51,050.00
NC Central	6	12,453.75	15	28,162.25	21	40,616.00
NC-Greensboro	1	750.00			1	750.00
North Texas State	3	6,000.00	6	12,258.00	9	18,258.00
Peabody	4	13,570.00	8	20,420.00	12	33,990.00
Pittsburgh	4	4,125.00	15	27,767.00	19	31,892.00
Queens			4	10,000.00	4	10,000.00
Rosary	1	500.00	12	11,050.00	13	11,550.00
Rutgers	1	5,082.00	13	17,458.75	14	22,540.75
St. John's	2	10,500.00	2	16,000.00	4	26,500.00
San Jose			8	6,400.00	8	6,400.00

TABLE II-11-a-(1): Member Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1983-84, by Amount and Sex (cont'd.)

	MASTER'S					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Simmons	19	15,388.00	53	47,500.00	72	62,888.00
South Florida	5	10,504.00	6	13,080.00	11	23,584.00
Southern California	8	5,181.00	22	5,875.00	30	11,056.00
Southern Connecticut	1	750.00	1	750.00	2	1,500.00
Southern Mississippi	2		3		5	9,120.00
Syracuse	7	17,542.00	23	85,263.00	30	102,805.00
Texas	7	2,400.00	22	13,400.00	29	15,800.00
Texas Woman's			13	7,500.00	13	7,500.00
Washington	4	9,419.00	14	28,239.00	18	37,658.00
Wayne State	2	1,556.00	2	1,556.00	4	3,112.00
Western Ontario	1	500.00	1	500.00	2	1,000.00
Wisc.-Madison	5	6,191.00	11	22,494.00	16	28,685.00
Wisc.-Milwaukee	2	11,764.00	5	23,565.00	7	35,329.00

TABLE II-11-a-(2): Member Schools - Post Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1983-84, by Amount and Sex

	POST-MASTER'S					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Chicago			1	3,675.00	1	3,675.00
Columbia	2	8,334.00			2	8,334.00
Denver			2	25,900.00	2	25,900.00
Emory			19	14,781.00	19	14,781.00
Illinois	1	350.00	1	7,623.00	2	7,973.00
North Texas State			1	500.00	1	500.00
Southern Connecticut			1	6,000.00	1	6,000.00

TABLE II-11-a-(3): Member Schools - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1983-84, by Amount and Sex

	DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Calif.-Berkeley	5	8,381.00	2	19,863.00	7	28,244.00
Calif.-L. A.	1	852.00	1	284.00	2	1,136.00
Chicago	1	5,195.00	3	10,346.00	4	15,541.00
Columbia			2	31,115.00	2	31,115.00
Illinois	5	31,410.00	6	21,460.00	11	52,870.00
Indiana	5	13,906.05	6	14,180.55	11	28,086.60
Maryland			2	5,379.00	2	5,379.00
Michigan	6	18,031.00	7	34,144.00	13	52,175.00
Minnesota			1	2,000.00	1	2,000.00
North Carolina	3	9,700.00	3	9,200.00	6	18,900.00
North Texas State			2	5,000.00	2	5,000.00
Pittsburgh			1	1,500.00	1	1,500.00
Rutgers	1	1,580.00	2	3,060.00	3	4,640.00
Syracuse	3	16,240.00	3	8,881.00	6	25,121.00
Texas	1	200.00	3	600.00	4	800.00
Texas Woman's			3	1,600.00	3	1,600.00
Western Ontario	2	1,000.00	1	1,000.00	3	2,000.00
Wisc.-Madison	1	1,556.00	1	1,536.50	2	3,092.50

TABLE II-11-b-(1): Associate Member Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1983-84, by Amount and Sex

	MASTER'S					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Emporia	2	700.00	3	1,900.00	5	2,600.00
Western Michigan	1	1,200.00	7	5,300.00	8	6,500.00

No post-master's or doctoral awards reported

Assistantships Awarded

Each school was asked to report for 1983-4 the number of assistantships awarded, or for which the school selected the recipient, by level of program, sex, and amount of award per year (including stipend and tuition, if applicable). Also requested was the average number of hours of work per week required of a recipient. For this figure some schools gave a range.

Fifty-five member schools reported a total of 184 men and 542 women holding assistantships in the master's programs. Nine member schools reported awarding assistantships to 8 men and 10 women in the post-master's programs. Nineteen member schools awarded assistantships to 30 men and 61 women in doctoral programs.

Dalhousie included fellowship awards in its report, since holders of these awards are required to work 6 hours a week during one of the two terms of the academic year in which they hold the fellowship. Figures for Albany, Buffalo, and Illinois do not include amounts for tuition waivers. Four of the Syracuse assistantships were held by students in the IRM program.

Six associate member schools reported awards of assistantships to 7 men and 23 women in master's programs. Shippensburg noted that a tuition waiver was part of the award but did not give a dollar figure. The associate member schools reported no assistantships awarded to individuals in post-master's or doctoral programs.

TABLE II-12-a-(1): Member Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1983-84, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Alabama	4	11	9,536.00	26,224.00	10.00
Albany	4	9	19,600.00	41,500.00	19.00
Arizona	1	3	3,600.00	9,600.00	10.00
Atlanta	2	5	8,500.00	21,145.00	20.00
Ball State	2	5	6,620.00	16,550.00	20.00
Brigham Young	2	3	945.00	3,780.00	8.00
Buffalo	3	8	13,200.00	35,200.00	20.00
Calif.-Berkeley	6	17	7,269.74	17,113.57	10.00
Calif.-L. A.	3	9	3,870.00	11,610.00	10.00
Case Western	1	1	10,250.00	10,250.00	15.00
Clarion	8	9	12,172.50	11,496.25	11.18
Dalhousie	3	21	3,774.00	26,418.00	6.00
Denver	2	5	20,872.00	31,308.00	20.00
Drexel	5	18	37,500.00	135,000.00	20.00
Emory	10	23	16,200.00	33,900.00	12.00
Florida	3	12	7,398.00	27,126.00	13.00
Hawaii		5			10.00
Illinois	10	19	7,290.00	27,408.00	10.00
Indiana	4	23	17,722.00	116,335.00	14.25
Iowa	2	3	6,400.00	12,800.00	12.00
Kent State	3	7	11,640.00	39,259.00	15.00
Kentucky	7	18	26,140.00	63,065.00	15.00
Long Island	2	6	3,380.00	12,844.00	18.00
Louisiana	2	6	10,264.00	25,760.00	17.50
Maryland		11		44,511.00	20.00
Michigan	4	20	4,210.50	13,694.62	7.00
Missouri	3	11	5,000.00	41,350.00	15.00
Montreal	2	7	1,190.00	3,294.00	4.00
North Carolina	22	49	94,805.00	225,345.00	11.50
NC Central	1		2,000.00		10.00
NC-Greensboro	1	5	1,250.00	6,500.00	10.00
Northern Illinois		6		14,400.00	10.00
North Texas State		6		9,625.00	17.50
Oklahoma		6		4,800.00	10.00
Peabody	1	3	6,440.00	22,880.00	20.00
Pittsburgh	28	75	57,319.00	105,746.00	10.00
Rhode Island		6			10.00
Rosary	1	3	1,500.00	4,500.00	15.00
Rutgers		5		47,508.00	15.00
St. John's	1	7	7,000.00	49,000.00	15.00
San Jose	1	3			8.50
South Florida		2		4,400.00	10.00

TABLE II-12-a-(1): Member Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1983-84, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient (cont'd.)

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Southern California	1		12,812.00		20.00
Southern Connecticut	3	3	8,531.00	9,000.00	20.00
Southern Mississippi	6	8	15,752.00	46,256.00	20.00
Syracuse	3	8	11,845.00	42,919.00	20.00
Tennessee	1	6	2,229.00	15,607.00	10.00
Texas	3	2	8,043.00	1,667.00	13.00
Texas Woman's		1		6,666.00	20.00
Toronto	1	2	1,467.00	1,467.00	2.00
Washington	1	10	567.00	14,521.00	10.00
Wayne State		2		5,200.00	20.00
Western Ontario	9	15	10,882.80	18,138.00	5.00
Wisc.-Madison		3		8,688.00	8.85
Wisc.-Milwaukee	2	11	5,275.00	37,933.00	15.00

TABLE II-12-a-(2): Member Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1983-84, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	POST-MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Buffalo	1	1	4,400.00	4,400.00	20.00
Calif.-Berkeley	2	6	12,833.27	9,501.16	12.00
Columbia	1		7,062.00		15.00
Emory		1		2,200.00	12.00
Florida		1	2,466.00		13.00
Illinois	1		514.00		10.00
Kent State	1		4,111.00		5.00
Wisc.-Madison		1		7,968.00	20.00
Wisc.-Milwaukee	2		5,065.00		10.00

TABLE II-12-a-(3): Member Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1983-84, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	DOCTORAL				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley	1	4	819.50	12,331.10	17.00
Case Western	1	5	9,250.00	24,096.00	15.00
Columbia	2	3	14,343.00	36,810.00	15.00
Drexel		2		21,500.00	20.00
Florida	2	2	4,932.00	4,932.00	13.00
Illinois	2	4	4,225.00	15,114.00	12.00
Maryland		5		18,199.00	20.00
Michigan	1	4	2,315.00	9,307.50	7.00
North Carolina	2		6,850.00		12.50
North Texas State		1		175.00	10.00
Pittsburgh	4	6	26,226.00	56,849.00	20.00
Rutgers	1	4	8,640.00	34,856.00	15.00
Syracuse	2	1	9,872.00	4,936.00	20.00
Texas	2	3	3,129.00	3,500.00	13.00
Texas Woman's		3		14,867.00	8.00
Toronto	1	2	146.00	5,466.00	3.50
Western Ontario	7	6	15,719.66	12,575.72	10.00
Wisc.-Madison	2	4	14,228.00	27,288.96	16.67

TABLE II-12-b-(1): Associate Member Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1983-84, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Bridgewater	1				20.00
Emporia	3	8	6,081.00	23,000.00	20.00
Kutztown		1		2,705.00	20.00
Sam Houston		2			18.00
Shippensburg		1		2,840.00	20.00
Western Michigan	3	11	4,200.00	23,266.00	12.00

No post-master's or doctoral awards reported

Amount of Tuition and Fees for a Complete Program

Responses are shown in Tables II-13-a (member schools) and II-13-b (associate member schools) to the request for information on the total amount of tuition and fees required to obtain degrees or certificates at various program levels, full-time without transfer credit. Figures were based on tuition and required fees as of Fall Term 1984. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded.

Although the directions for completing this section of the survey were identical with previous years, schools did not interpret them uniformly. For instance, a number of schools included fees when reporting tuition per credit hour. Figures that obviously were based on misinterpretations were omitted from the tables; nevertheless, these tables must be used with care. Comparisons among schools on the basis of available figures can be misleading.

Southern California figures do not include fees. Syracuse indicated that the cost of the IRM Degree is $11,704. Reports from Alberta, Dalhousie, McGill, Montreal, Toronto, and Western Ontario reflect the tuition and fees charged foreign students in lieu of out-of-state figures.

In response to the question regarding tuition per credit hour, flat rates for a specified number of hours were reported by Ball State, North Carolina Central, North Texas State (in-state), Texas (in-state), and Texas Woman's (in-state). Emory, Southern Connecticut, and Southern Mississippi indicated variations in per credit cost in summer terms.

Among the associate member schools, Sam Houston charged in-state students a flat rate.

TABLE II-13-a-(1): Member Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	1,802.00	3,789.00	47.50	103.50
Albany	2,720.10	4,013.10	90.00	133.00
Alberta	1,556.00	2,334.00		
Arizona	1,195.00	3,760.00	475.00	1,758.00
Atlanta	5,673.50	5,673.50	150.00	150.00
Ball State	2,124.00	4,635.00	195.00	450.00
Brigham Young	800.00	1,200.00	81.00	122.00
British Columbia	1,242.00	1,242.00	83.00	83.00
Buffalo	2,690.00	3,983.00	90.00	133.00
Calif.-Berkeley	1,421.00	4,781.00		
Case Western	7,650.00	7,650.00	319.00	319.00
Chicago	15,170.00	15,170.00		
Clarion	2,355.00	2,490.00	87.00	92.00
Columbia	11,124.00	11,124.00	309.00	309.00
Dalhousie	3,226.00	5,976.00		
Denver	10,500.00	10,500.00	167.00	167.00
Drexel	9,574.00	9,574.00	156.00	156.00
Emory	9,438.00	9,438.00	315.00	315.00
Florida	1,843.34	5,263.34	45.43	135.43
Hawaii			42.00	153.00
Illinois	3,088.00	7,218.00		
Indiana	2,367.00	6,489.00	65.75	180.25
Iowa	1,712.00	3,980.00		
Kent State	3,276.00	5,376.00	101.25	161.25
Kentucky	1,781.00	5,083.00	66.00	193.00
Long Island	6,609.00	6,609.00	169.00	169.00
Louisiana	1,988.00	3,234.00		
Maryland	3,162.00	5,430.00	82.00	145.00
McGill	1,376.00	10,790.00	19.00	193.33
Michigan	5,126.00	11,000.00	184.00	401.00
Minnesota	4,128.00	7,956.00	70.89	141.78
Missouri	2,006.00	5,440.00	59.00	160.00
Montreal	1,100.00	8,700.00	17.50	145.00
North Carolina	1,536.00	6,676.00	26.67	172.22
NC Central	942.25	4,070.25		
NC-Greensboro	3,636.00	14,265.00	57.00	254.00
Northern Illinois	2,008.11	4,894.11	37.00	111.00
North Texas State	672.00	1,962.00		40.00
Oklahoma	1,101.60	3,621.60	30.60	100.60
Peabody	8,100.00	8,100.00	225.00	225.00

TABLE II-13-a-(1): Member Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour (cont'd.)

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Pittsburgh	4,138.00	8,276.00	138.00	276.00
Pratt	8,716.00	8,716.00	236.00	236.00
Queens	950.00	1,600.00	82.00	136.00
Rhode Island	1,750.50	3,722.50	81.00	191.00
Rosary	6,645.00	6,645.00		
Rutgers	3,006.75	4,198.75	91.00	131.00
St. John's	5,652.00	5,652.00	167.00	167.00
San Jose	353.50	1,521.00	29.00	117.00
Simmons	8,655.00	8,655.00	240.00	240.00
South Florida	1,682.00	4,932.00	47.00	137.00
Southern California	11,680.00	11,680.00	292.00	292.00
Southern Connecticut	1,690.00	3,500.00	76.00	76.00
Southern Mississippi	1,617.00	2,593.00	74.00	128.00
Syracuse	7,796.00	7,796.00	216.00	216.00
Tennessee	1,212.00	3,560.00	44.00	102.00
Texas	544.95	1,474.95		40.00
Texas Woman's	594.00	1,884.00		40.00
Toronto	1,352.00	6,225.00		
Washington	3,768.00	9,372.00	89.00	224.00
Wayne State	2,990.00	6,528.00	122.00	218.00
Western Ontario	1,428.98	7,451.46		
Wisc.-Madison	2,683.50	7,984.50	112.00	333.00
Wisc.-Milwaukee	2,770.00	8,071.00	112.25	333.25

TABLE II-13-a-(2): Member Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Atlanta	5,673.50	5,673.50	150.00	150.00
Buffalo	2,150.00	3,185.00	90.00	133.00
Calif.-Berkeley	1,421.00	4,781.00		
Chicago	9,102.00	9,102.00		
Clarion	2,355.00	2,490.00	87.00	92.00
Columbia	9,270.00	9,270.00	309.00	309.00
Denver	7,875.00	7,875.00	167.00	167.00
Drexel	5,104.00	5,104.00	156.00	156.00
Emory	7,550.00	7,550.00	315.00	315.00
Florida	1,479.90	4,179.90	45.43	135.43
Illinois	3,088.00	7,218.00		
Indiana	1,972.50	5,407.50	65.75	180.25
Kent State	2,184.00	3,584.00	101.25	161.25
Minnesota	3,419.00	6,538.00	70.89	141.78
North Texas State	448.00	1,308.00		40.00
Oklahoma	918.00	3,018.00	30.60	100.60
Peabody	6,750.00	6,750.00	225.00	225.00
Pittsburgh	3,310.00	6,620.00	138.00	276.00
Pratt	8,716.00	8,716.00	236.00	236.00
Rosary	6,645.00	6,645.00		
Rutgers	2,424.00	3,376.00	91.00	131.00
South Florida	1,682.00	4,932.00	47.00	137.00
Southern Connecticut	1,229.00	3,039.00	76.00	76.00
Syracuse	7,796.00	7,796.00	216.00	216.00
Texas	363.30	983.30		40.00
Texas Woman's				40.00
Wisc.-Madison	2,101.75	6,274.75	112.00	333.00
Wisc.-Milwaukee	1,846.00	5,380.00	112.25	333.25

TABLE II-13-a-(3): Member Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour

	DOCTORAL			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Buffalo	6,450.00	9,555.00	90.00	133.00
Calif.-Berkeley	1,421.00	4,781.00		
Case Western	22,950.00	22,950.00	319.00	319.00
Chicago	18,204.00	18,204.00		
Columbia	9,270.00	9,270.00	309.00	309.00
Drexel	9,574.00	9,574.00	156.00	156.00
Florida	1,570.76	4,450.76	45.43	135.43
Illinois	9,264.00	21,654.00		
Indiana	4,045.00	10,815.00	65.75	180.25
Maryland	6,430.00	10,966.00	82.00	145.00
Michigan	5,126.00	11,000.00	184.00	401.00
Minnesota	4,128.00	7,956.00	70.89	141.78
North Carolina	1,152.00	5,082.00	26.67	172.22
North Texas State	1,344.00	3,924.00		40.00
Pittsburgh	8,276.00	16,552.00	138.00	276.00
Rutgers	6,060.00	8,840.00	91.00	131.00
Simmons	8,655.00	8,655.00	240.00	240.00
Southern California	8,760.00	8,760.00	292.00	292.00
Syracuse	16,888.00	16,888.00	216.00	216.00
Texas	1,089.90	2,709.90		40.00
Texas Woman's	990.00	3,140.00		40.00
Toronto	1,352.00	6,225.00		
Western Ontario	2,857.96	14,902.92		
Wisc.-Madison	3,578.00	10,646.00	112.00	333.00

TABLE II-13-b-(1): Associate Member Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Bridgewater	2,400.00		45.00	
Emporia	1,767.00	3,531.00	40.95	79.95
Kutztown	2,460.00	2,460.00	82.00	82.00
Sam Houston	666.00	1,956.00		40.00
Shippensburg	785.00	830.00	87.00	92.00
Western Maryland			100.00	
Western Michigan	2,214.00	5,391.00	61.50	149.75

TABLE II-13-b-(2): Associate Member Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1984 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Bridgewater	2,400.00		45.00	

No doctoral programs reported by Associate Member Schools

CURRICULUM

by

Margaret Knox Goggin

This chapter of the study contains reports and summaries of the data on curriculum as reported by the responding schools for the 1983-84 academic year. All sixty-six ALISE member schools filed reports this year. In addition, 7 associate member schools contributed to the study. One international member school responded, but its data could not be included.

The tables and charts contain data as reported by the individual schools. For those schools on the quarter system, it was necessary to convert quarter hours to semester hours for purposes of comparison. Wherever this was done, a 3-2 formula was used, that is, three quarter hours equal two semester hours. This same conversion formula has been used in past years, therefore allowing year-to-year comparisons with consistency.

Table III-1: **Academic Year Division, 1983-84**

Division	ALISE Members	Assoc. Members
Semester	54	6
Quarter	8	0
Trimester	4	1
Total Schools Reporting	66	7

Table III-2 records the length of the semester, trimester or quarter, by reporting school. Both the semester and trimester programs have listed two terms plus the summer term(s), and therefore the two have been combined in one column. The letter T before the number of weeks signifies the trimester system.

Schools under the quarter system have consistently reported three terms plus the summer term(s). The length of the quarter is recorded in the table by one figure.

The diversity of summer school programs can be seen in the data recorded. Where two numbers are given, these represent two separate terms in the summer program, three numbers equal three terms, etc.

Table III-2: Number of Weeks Per Term, 1983-84				
ALISE Member Schools	Trimester Semester	Quarter	Summer	Total Weeks
Alabama	15		5-5	40
Albany	15		3-6	39
Alberta	13		6-6	38
Arizona	15		5-5	40
Atlanta	15		8	38
Ball State		10	5-5	40
Brigham Young	T15-16		8-8	47
British Columbia	13		3-3	32
Buffalo	16		6-6	44
Calif.-Berkeley	15		8	38
Calif.-L.A.		11	*	33
Case Western	16		6	36
Catholic	14		6-6	40
Chicago		10-11	10	40-44
Clarion	18		5-5	46
Columbia	14		6	34
Dalhousie	15		3-3	36
Denver		10	9	39
Drexel		11	11	44
Emory	16		6-6	44
Florida State	16		8	40
Hawaii	16		6-6	44
Illinois	16		8	40
Indiana	16		6-8	46
Iowa	16		8	40
Kent	16		8	40
Kentucky	15		8-4	42
Long Island	15		5-5-5	45
Louisiana	15		9	39
Maryland	15		6-6	42
McGill	13		3-3	32
Michigan	T15		7.5-7.5	45
Minnesota		11	5-5	43
Missouri	16		4-4	40
Montreal	15		0	30
North Carolina	15		5.5-5.5	41
N.Carolina Central	15		6-6	42
N.Carolina-Greensboro	16		5.5-5.5	43
Northern Illinois	16		8	40
North Texas	16		5.5-5.5	43
Oklahoma	16		8	40
Peabody	15		4-4	38
Pittsburgh	T14		7-7	42
Pratt	15		6-6	42
Queens	15		6	36
Rhode Island	15		5-5	40
Rosary	15		6or8	38
Rutgers	16		3-3	38

Table III-2: **Number of Weeks Per Term, 1983-94** (Cont.)

ALISE Member Schools	Trimester Semester	Quarter	Summer	Total Weeks
St. John's	15		5	35
San Jose	12		6or3-3	30
Simmons	14		6	34
South Carolina	16		6-6	44
South Florida	15		7-7-10	54
Southern Calif.	15		14*	44
Southern Conn.	16		5-5	42
Southern Miss.	16		11	43
Syracuse	15		6-6	42
Tennessee		12	10.5*	46.5
Texas	16		5.5-5.5	43
Texas Woman's	16		5-5	42
Toronto	13		6	32
Washington		10	4.5-4.5	39
Wayne State	15		7-7	44
Western Ontario	T14 (3 terms)			42
Wisc.-Madison	16		4-4*	40
Wisc.-Milwaukee	16		6-6	44
Assoc. Member Schools				
Bridgewater	14		5-5	38
Emporia	17		6-4	44
Kutztown	15		5-5	40
Sam Houston	15		6-6	42
Shippensburg	15		3-5-5	43
Western Maryland	14		4.5-4.5	37
Western Michigan	T15		7.5-7.5	45

*Calif.-L.A. -- generally one summer term of 3,6,or 10 weeks is offered; in 1984 no summer term because of the Olympics.

*Southern Calif. -- Offers 6 to 8 terms in the summer, varying in length from 2 to 14 weeks, some overlapping.

*Tennessee -- three terms are offered, one of 10 1/2 weeks, and two short terms of 4 1/2 weeks each.

*Wisc.-Madison -- also has one three-week session between spring and summer.

Programs and their Credit Hours:

Tables III-2a through 2f present credit hour requirements for academic programs offered by the sixty-six ALISE member schools and the 7 associate member schools. Ten Alise member schools reported undergraduate majors, and 16 schools had undergraduate minors. All sixty-six schools offered the Masters degree, with four schools giving two different masters programs. Thirty-six provided a curriculum at the post-masters level, and 25 reported doctoral programs.

Among the associate member schools, 2 gave undergraduate major programs, 4 an undergraduate minor, all 7 the masters, and 2 the post-masters programs.

Table III-2a: **Degree Requirements, Undergraduate Programs, 1983-84**

No. of Hours For Major	ALISE Members	Assoc. Members
18	Maryland	
18-22	Missouri	
24	North Texas	
25	Southern Miss. (for non-school certif.)	
30	Clarion	
	Southern Conn.	
	Southern Miss. (for school certif.)	
	Syracuse	
	Texas Woman's	
32	Florida State	
33		Shippensburg
37	Ball State	
55		Kutztown

No. of Hours For Minor	ALISE Members	Assoc. Members
18	Albany	Shippensburg
	Indiana	
	Northern Illinois	
	North Texas	
	Southern Conn.	
	Southern Miss.	
	Syracuse	
	Tennessee	
	Texas Woman's	
18-21		Western Michigan
18-24	N Carolina Central	
20	Wayne	
21	Illinois	Bridgewater
22	Florida State	
24	Ball State	
26-32	Wisc.-Madison	
30	Montreal	
35		Kutztown

No new programs for an undergraduate major were reported. Three schools reported an undergraduate minor program this year for the first time - Tennessee, Montreal and Florida State. Florida State increased its required hours for the major from 24 to 32, and required 22 hours for the minor.

Table III-2b: **Degree Requirements, Masters Programs, 1983-84**

No. of Hours	ALISE Members		Assoc. Members
28	Calif.-Berkeley		
30	Ball State		Western Mich.
	Emory (M.A.)		
33	Iowa		Bridgewater
34	Oklahoma (M.A.)		
	Tennessee		
35			Kutztown
36	Alabama	North Texas	Sam Houston
	Albany	Oklahoma (MLS)	Shippensburg
	Atlanta	Peabody	Western Maryland
	Buffalo	Pittsburgh	Western Michigan
	Case Western	Pratt	
	Catholic	Queens	
	Clarion	Rhode Island	
	Columbia	Rosary	
	Hawaii	Rutgers	
	Indiana	St. John's	
	Kent	Simmons	
	Kentucky	South Carolina	
	Long Island	South Florida	
	Maryland	Southern Conn.	
	Michigan	Syracuse (MLS)	
	Minnesota	Texas	
	Missouri	Texas Woman's (MA)	
	N.Carolina Central	Wayne	
	N.Carolina Greensb.	Wisc.-Madison	
		Wisc.-Milwaukee	
36-44			Emporia*
37	Louisiana		
38	Arizona	Florida State	
	Brigham Young	San Jose*	
39	Northern Illinois*		
	Southern Mississippi		
	Texas Woman's (MLS)		
40	Denver	Illinois	
	Drexel	Southern Calif.*	
	Emory (MLn)		
42	Washington		
48	Alberta*	North Carolina	
	Calif.-L.A.	Montreal (without thesis)	
49	Montreal (with thesis)		
54	McGill		
	Syracuse (MS)		
60	British Columbia		

*Alberta - in addition, requires 4 hours of lab with no credit
*British Columbia - 30 units or 20 courses
*Chicago and Western Ontario -15 courses
*Dalhousie - 16 credit courses and 3 non-credit courses
*Emporia - includes prerequisites
*Northern Illinois - includes 9 hours of prerequisites
*San Jose - includes 4 undergraduate prerequisites to the 30 graduate hours
*Southern Calif. - includes 4 undergraduate prerequisites and 36 graduate units
*Toronto - 16 half courses
*Western Ontario - 15 courses

Degree requirements for the masters programs remained generally the same as last year. A few schools increased their credit hour requirements, namely, Northern Illinois from 30 to 39; and Wisc.-Madison from 30 to 36. Louisiana decreased their credit hours from 43 to 37.

Table III-2c: **Degree Requirements, Post-Masters Programs,1983-84**

No. of Hours	ALISE Members		Assoc. Members
15	Hawaii		
15-30	Rosary		
20	Calif.-Berkeley		
21	Drexel		
24	Calif.-L.A.		
	Catholic	Rutgers	
	Kent	St. John's	
	North Texas	Wisc.-Madison	
	Pittsburgh	Wisc.-Milwaukee	
29	Minnesota		
30	Alabama	Oklahoma	Western Michigan
	Albany	Peabody	
	Atlanta	Queens	
	Buffalo	Rhode Island	
	Columbia	South Carolina	
	Denver	Southern Conn.	
	Emory	Texas	
	Florida State	Wayne	
	Indiana		
33			Bridgewater
36	South Florida		
	Syracuse		
40	Illinois		

Chicago - 9 courses beyond the M.A. in L.S.
Pratt - 10 courses

Three schools changed the degree requirements for the Post-Masters in 1983-84. They were: Kent who increased the number of hours from 12 to 24 hours; Texas from 12 to 24; and Wisconsin-Madison from 18 to 24.

One school, Long Island, did not report a Post-Masters program this year.

Table III-2d: **Degree Requirements, Doctoral Programs,1983-84**

No. of Hours	ALISE Member Schools
30-36+	North Carolina
32-36	Florida State
34	Southern Calif. (includes 4 units of dissert.
42+	Columbia
50	Texas
54	Pittsburgh
59	Michigan
60	Buffalo
	North Texas
	Simmons
72	Maryland (includes 12 hours of dissertation)
78	Case Western (beyond AB degree)
	Rutgers*
	Syracuse
80	Illinois
90	Indiana
	Texas Woman's (beyond AB degree)

Calif.-Berkeley - no requirements beyond the minimum of 4 semesters at 4 units since beginning of graduate study at Berkeley.
Calif.-L.A. - credits not specified.
Chicago - 18 courses beyond the MA in Library Science.
Drexel - varies.
Minnesota - no requirements beyond three quarters in residence.
Rutgers - including 24 MA or MLS transfer credits plus 24 dissertation credits.
Toronto - minimum of two years full-time residence.
Western Ontario - 8 courses.
Wisc.-Madison - no requirement beyond residence requirement of one academic year of full-time study.

No new doctoral programs were reported in 1983-84. The hours reported for degree requirements are, in general, minumun requirements. No associate member schools reported doctoral programs.

Joint Degree Programs: The majority of joint programs reported provide for the earning of two degrees, one in library and information science and a second in another subject field. Generally, there is an agreement whereby the credit hours required by each program is reduced.

A second type of joint program allows for the acceptance of a limited number of courses in a discipline other than librarianship as a part of the library and information science degree. This allows a student to gain a speciality within the masters' program.

Table III-2e: **Degree Requirements in Hours for Joint Programs, 1983-84**

ALISE Schools	Hours in LIS	Hours in Other Program	Other Discipline
Brigham Young	30	6 hour reduction	Law - JD
Buffalo	36	30	Music - MA
	18	42	Higher Ed - PhD
Calif.-Berkeley	NA	NA	Law
			Near Eastern Studies
			History of Art
Calif.-L.A.	48	64	Management
	48	38	History
			Latin American History
Case Western	36	27	American Studies - MA
	36	27	Art - MA
	36	27	History - MA
	36	30	History/Archives - MA
	36	88	Law - JD
Catholic	30	21	History - MA
	30	21	Education - MA
	30	45	Education - DED
	27	72	Law - JD
	30-36	24-30	Biology
	27	24	American Civilization - PhD
	30	21	Musicology - MA
Chicago	11 courses	14 courses	Business
	9 Courses	15 courses	Southeast Asia
	11 courses	9 courses	Social Sciences
	11 courses	9 courses	Middle East Studies
Denver	30	77	Law - JD
	30	30	History/Archives - MA
Emory	30	28	History of Art - MA
	30	24	History - MA
Indiana	30	20-24	History - MA
	30	25-30	Music - MA
	30	9-12	Chemistry
	30	21	Journalism - MA
	31	36	Public Admin.- MPA
	30	20-24	Hist.& Phil of Sci.- MA
Iowa	27	33-51	Business
Kent	11 hours can be double counted with any other dept.		
Louisiana	55 total hours,12 cross-listed		Computer Science
Maryland	27	27	History
	27	29	Geography

Table III-2e: Degree Requirements in Hours for Joint Programs, 1983-84

ALISE Schools	Hours in LIS	Hours in Other Program	Other Discipline
Oklahoma	27	36	Business - MBA
	27	30	Education - M Ed
Pittsburgh	36	31	Pharmacy
	36	108	Theology
	18*	6	Agriculture
	3**	6	English
	33***	7	Education
	36****	21	Education
	10*****	10	Education
	17-19,47-49x	5-7	Education
	3-6xx	6-12	Soc.Work & Int.Affairs
Pratt	36	86	Law - JD
Rhode Island	36	54	History
	36	57	Public Admin.
Rosary	30	2 1/2years	Theology
	30	24	Business - MBA
	30	2to4 years	Public History - MA
Rutgers	30	30	Reading
	30	30	Spanish
St. John's	33	24	Pharmacology
South Carolina	27	28	English
	33	24-27	Applied History
Southern Conn.	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instructional Tech
	36	86	Law - JD
Southern Miss.	33	24	History - MA
Syracuse +	24	76	Law - JD
Washington	34	11	Law
Wisc.-Madison	12	12	Public Admin - Certif
Wisc.-Milwauke	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs
Assoc. Schools			
Emporia	36-44	35	Business
	36-44	30-36	History
	36-44	30	Music
Western Michigan	30-36	12-24	Management

Pittsburgh - * Agricultural Information Specialist
** Children's literature certificate, with additional credits in various depts. to total 18.
*** School Library certification
**** School Library with Intern certification
***** School Library/Media certification; requires either media

or library science masters degree as prerequisite plus 10 credits in the alternate department.

× School Librarian Supervisor Certificate - available at the 6th year and/or PhD level; variation in credits.

×× Community Information Management certificate - 15 credits required from courses offered in LIS, Public & International Affairs and Social Work.

+Syracuse - Dual degree programs are set up by petition. Students doing joint degree programs must earn at least 80% of the total credits for the two independent degrees.

Thirteen ALISE member schools and one associate member school offer joint degree programs with Departments of History, with students earning a Masters in LIS (Library and Information Science) and a Master of Arts in History.

Eight ALISE member schools offer a joint degree program with Colleges of Law, with students earning a JD and a library and information science degree.

Third in popularity are the programs with business schools, whereby students can earn a MBA or MPA and a LIS degree. Seven ALISE member schools and two associate member schools have such programs.

Other programs offered by more than one school are: Music and Education in four schools each; Art,Geography, Theology and American Civilization in two schools each.

Fourteen other disciplines are specified by reporting schools as joint degree program participants.

Table III-2f combines the degree requirements of all reporting schools for all programs, listing these by individual school.

Table III-2f: **Degree Requirements for all Programs,by School,1983-84**

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Doctorate
Alabama	-	-	36	30	
Albany		18	36	30	
Alberta			48*		
Arizona			38		
Atlanta			36	30	
Ball State	37	24	30		
Brigham Young			38		
British Columbia			20 courses		

Table III-2f:Degree Requirements for all Programs,by School,1983-84.(cont)

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Doctorate
Buffalo			36	30	60 + MLS
Calif.-Berkeley			28	20	*
Calif.-L.A.			48	24	not spec.
Case Western			36		78 + AB
Catholic			36	24	
Chicago			15 courses	9 courses	18 courses
Clarion	30		36		
Columbia			36	30	42 +
Dalhousie			**		
Denver			40	30	
Drexel			40	21	varies
Emory			30-MA;40-MLn	30	
Florida State	32	22	38	30	32-36
Hawaii			36	15	
Illinois		21	40	40	80
Indiana		18	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
Long Island			36		
Louisiana			37		
Maryland	18		36		72
McGill			54		
Michigan			36		59
Minnesota			36	29	*
Missouri	18-22		36		
Montreal		30*	48-49*		
North Carolina			48		30-36+
N.Carolina Central		18-24	36		
N.Carolina-Greensboro			36		
Northern Illinois		18	39*		
North Texas	24	18	36	24	60
Oklahoma			34-MA;36-MLS	30	
Peabody			36	30	
Pittsburgh			36	24	54
Pratt			36	30	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	15-30	
Rutgers			36	24	78*
St. John's			36	24	
San Jose			38*		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Calif.			40*		34*
Southern Conn.	30	18	36	30	
Southern Miss.	25-30	18	39		

Table III-2f: **Degree Requirements for all Programs,by School,1983-84** (cont

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Doctorate
Syracuse	30	18	36-MLS;54-MS	36	78
Tennessee		18	34		
Texas			36	30	50
Texas Woman's	30	18	36-MA;39-MLS		90 + AB
Toronto			16 1/2courses		2 years
Washington			42		
Wayne		20	36	30	
Western Ontario			15 courses	8 courses	
Wisc.-Madison		32*	36	24	none*
Wisc.-Milwaukee			36	24	
Total ALISE member Programs	10	16	66	36	25
Assoc. Members					
Bridgewater		21	33	33	
Emporia			36-44		
Kutztown	55	35	35		
Sam Houston			36		
Shippensburg	33	18	36		
Western Maryland			36		
Western Michigan		18-21	30-36	30	
Total Assoc. member Programs	2	4	7	2	

*Alberta - MLS requires 13 one term courses + thesis or 15 single term courses + project (48 credit hours + 4 lab hours).

Calif.-Berkeley - none beyond minimum residence requirements of 4 semesters at 4 units.

Chicago - Doctorate requires 18 courses beyond the MA in library science;Post-masters requires 9 courses beyond the MA.

Dalhousie - requires minimum of 16 credit + 3 non-credit courses.

Montreal - Minor is in Archives and Records Management; 48 credits for Masters without thesis; 49 credits with thesis.

Northern Illinois - includes 9 hours of prerequisites.

Rutgers - includes 24 MA or MLS transfer credits plus 24 dissertation credits.

San Jose - includes 8 hours of undergraduate prerequisites.

Southern Calif.- Masters hours includes 4 units of undergraduate prerequisites;Doctorate = 30 units of course work plus a minimum of 4 units of dissertation.

Toronto - Doctorate requires minimum 2 years full-time residency.

Wisc.-Madison - Doctorate has no credit requirement, but a residence requirement of one academic year of full-time study.

Part-Time Students:

Sixty two of the sixty six ALISE member schools allow students to pursue the masters programs on a part-time basis. Dalhousie reports that students must be full-time for the first term and one other term. McGill and Montreal allow students to attend on a part-time basis in the second year of their masters program, but require full-time participation during the first year. North Carolina requires students to attend full-time for the first semester of their program.

Associate member schools all accept students on a part-time basis.

All schools having a post-masters program reported accepting students on a part-time basis.

Case Western, Florida State, Syracuse and Toronto do not accept students on a part-time basis in the doctoral program. Indiana requires two semesters of residence, and North Carolina requires full-time enrollmwnt for at least two consecutive semesters. Michigan requires students to study full-time for the first year of the doctorate, but allows part-time thereafter. Western Ontario requires students to enroll full-time for the first two years of doctoral study. All other ALISE member schools reporting doctoral programs accept students on a part-time basis.

Minimum and Maximum Times for Completion of Programs:

Question 6 asked the schools to record the minimum time possible to complete the masters, post-masters and doctoral programs, and the maximum time allowed. The data furnished is presented in separate tables by length of time, and is also presented by individual school.

The minimum time required for the Masters degree in ALISE member schools ranged from nine months to twenty months, with the greatest number of schools (59% of those reporting) indicating twelve months. Associate member schools reported minimum time from nine months to sixteen months, with twelve months cited by three schools.

The Post-Masters degree can be earned by students in a minimum of five months in one school, up to twelve months minimum in others. Nine months was the most frequently cited minimum length of time.

Nineteen of the twenty-five schools offering Doctoral programs reported a minimun possible time for students in the program. The range is from eighteen months to thirty-six months.

Table III-3a: **Minimum Time for Completion of Programs, by Number of Schools. 1983-84**

No. of Months	Masters ALISE	Masters Assoc.	Post-Masters ALISE	Post-Masters Assoc.	Doctorate
5			1		
8			2		
9	6	1	14	1	
10	1		3		
10.5	1		2		
11	4				
12	38	3	9		
14	2				
15	6				
16	2	1			
18	2				4
20	2				1
21					1
25					3
30					2
35					1
36					7

Table III-3b: **Maximum Time for Completion of Programs, by Number of Schools, 1983-84**

No. of Years	Masters ALISE	Masters Assoc.	Post-Masters ALISE	Post-Masters Assoc.	Doctorate
0	1		3		3
2	1				
3	2		4		0
4	5		4		1
5	22		12	1	6
6	23	4	5		3
7	7	2	3		6
8	3	1	0		1
9	0		0		3
10	1		1		1
14	0		0		1

Maximum times for the completion of programs at the Masters level range from none to ten years, with five or six years representing the practice of 69% of the schools. At the Post-Masters level, the range is the same as the Masters, with five years the predominate time. For the doctorate, students have from no maximum to fourteen years to complete the degree, and there appears to be no predominate number of years. A number of schools indicated that maximums could be adjusted on an individual basis depending on special circumstances.

Table III-3c: Minimum and Maximum Times to Complete Degree, by Schools 1983-84

ALISE Member Schools	Masters Minimum (Months)	Masters Maximum (Years)	Post-Masters Minimum (Months)	Post-Masters Maximum (Years)	Doctorates Minimum (Months)	Doctorates Maximum (Years)
Alabama	12	6	9	6		
Albany	12	6	10	5		
Alberta	16	4				
Arizona	11	6				
Atlanta	11	6				
Ball State	9	6				
Brigham Youn	12	5				
British Colubia	15	5				
Buffalo	12	5	9	5	24	7
Calif.-Berkeey	9	1*	9	1*	18*	4*
Calif.-L.A.	18	2	9	3	35	5
Case Western	9	5			24	5*
Catholic	9	5	9	5		
Chicago	0	0	0	0	0	0*
Clarion	12	6				
Columbia	48	4	48	4	108	9
Dalhousie	16*	6				
Denver	12	5	9	3		
Drexel	15	5	9	3	18	5
Emory	9*	5	9	5		
Florida State	12	7	9	7	30	7
Hawaii	12	6				
Illinois	12	5	12	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	8	4		
Kentucky	12	8				
Long Island	12	5	12	5		
Louisiana	15	6				
Maryland	12	3*			36	9
McGill	20	5				
Michigan	12	6*			36	7*
Minnesota	12	7	9	7	36	5*
Missouri	12	8				
Montreal	20	3*				
North Carolina	15	5			36	8
N.Carolina Central	10.5	6				
N.Carolina-Greens.	18	6				
North Texas	12	5-8	8	10	24	10
Northern Illinois	10	6				
Oklahoma	12	5	12	5		
Peabody	9	6	9	6		
Pittsburgh	12	4	9	4	20	6
Pratt	12	4	12			
Queens	12	4				
Rhode Island	12	5	12	5		

Table III-3c:**Minimum and Maximum Times to Complete Degrees,by Schools,1983-84**

ALISE Member Schools	Masters Minimum (Monthly)	Masters Maximum (Yearly)	Post-Masters Minimum (Monthly)	Post-Masters Maximum (Yearly)	Doctorate Minimum (Monthly)	Doctorate Maximum (Yearly)
Rosary	12	5	5-10	5		
Rutgers	12	3	12	3	18	7
St. John's	15*	5	10	5		
San Jose	12	7				
Simmons	14	7			18	4
South Carolina	12	6	10.5	6		
South Florida	12	7	12	7		
Southern Calif.	12	5			21	5
Southern Conn.	12	6	9	6		
Southern Miss.	12	6				
Syracuse	12	5	12	5	36	7
Tennessee	12	6				
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6			0	5*
Toronto	0	5			0	6
Washington	15	6				
Wayne	11	6				
Western Ontario	12	5-6			36	7
Wisc.-Madison	14	7	12	0	18	0
Wisc.-Milwaukee	12	7	9	4		
Assoc.Member School						
Bridgewater		7				
Emporia	12	6				
Kutztown	12	6				
Sam Houston	12	6				
Shippensburg	16	7				
Western Maryland	0	8				
Western Michigan	9-12	6	9-12	5		

*Calif.-Berkeley - reports normative times for maximum in all three programs since there is no limit; Minimum time for doctorate is 4 semesters if academic residency has not been established.

*Case Western - 5 years after admission to candidacy.

*Chicago - if PhD is not completed within five years after passing the final written exam, the exam must be retaken.

*Dalhousie - there is a four-month break in the middle of this time period

*Emory - minimum for the MA is nine months, for the M.Ln. is 11 months.

*Maryland - with exceptions up to 5 years.

*Michigan - an extension may be approved by the dean and by the Graduate School (for masters students) or by the faculty (for doctoral students) to extend this maximum to ten years if the student can present valid reasons and an acceptable schedule for completion.

*Minnesota - after preliminary exam.

*Montreal - 3 years without thesis; 4 years with thesis.

*St.John's - 12 months for Title IIB Fellows only.
*Texas Woman's - after admission to candidacy.

Status of Courses:

Question 7 asks: At the end of the maximum time allowed for completion of the program, are some portions of the programs declared obsolete or is the student's program cancelled outright? (If a course is considered obsolete, it is possible to revalidate it through an exam or taking another course.) Table III-4 records the responses.

Table III-4: **Status of Courses after Maximum Time, 1983-84.**

Program	Obsolete		Cancelled	
	ALISE	Assoc	ALISE	Assoc
Masters	39	6	13	
Post-Masters	21		5	
Doctorate	10		7	

Variants:

Albany - Student is encouraged to withdraw or, where special circumstances warrant it, an extension is given.
Calif.-L.A. - Cancelled but with provision for appeal.
Case Western - An extension of candidacy may be granted if circumstances warrant.
Columbia - Each case is handled on an ad hoc basis, but few go to the deadline.
Dalhousie - Student may apply for an extension. Student would be required to submit a petition for extension of time and School's recommendation would be sent to the Dean of Graduate Studies for approval.
Emory - Students may petition for extension of time.
Kent - Student must update each obsolete course to the satisfaction of the faculty. Course will be cancelled if student does not contact school.
Maryland - Status of courses determined by College's Committee on Admissions & Academic Standards, but no coursework completed more than 5 years prior to receipt of degree can be applied to degree. Such courses would have to be repeated.
Michigan - At Masters level, cancelled outright if extended to ten years. At doctoral level, no set policy but unusual to approve extension beyond ten years.
Oklahoma - Students are not automatically cancelled -a one year's extension may be granted. For doctoral program validation of credit hours is referred to standing committee and each is handled on an individual basis.
St. John's - Determined on an individual basis with partial retrieval of credit and extensions possible.
Southern Calif. - Students may petition for acceptance of early

credits or extension. Dean may require extra courses.

Table III-5: Required Course Work, By Number of Hours, 1983-84

No. of Hours	Masters ALISE	Masters Assoc.	Post-Masters ALISE	Post-Masters Assoc.	Doctorate ALISE
0	1		5		2
3		1	1		1
3-6	1				
6			3	1	3
8	3		1		1
8-9	1				
8-12			1		
9	5	1	5		1
9-11	1				
10					1
12	12		2		5
13	1				
14	1				
15	9	1			2
15-18	1				
16	2	1			
16.5	1				
17	2				
18	9	1			1
19	2				
20					1
21	3				
22	3				
23	1	1			
24	2	1			2
28	1				
30		1			1
36					

Notes: one school reported 6 half courses required for Masters
one school reported 7 courses for credit and 3 courses for non-credit required for the Masters
one school reported 1 course required for the Doctorate.

Table III-6: Exemption of Required Courses, by Program, 1983-84

Program	Exemptions Allowed ALISE	Exemptions Allowed Assoc.	Exemptions Not Allowed ALISE	Exemptions Not Allowed Assoc.
Masters	57	5	9	2
Post-Masters	10	0	10	2
Doctorate	3	-	16	-

Exemptions are determined by a variety of methods. Most common are the taking of an examination, the acceptance of a transcript from another school, or the approval of the faculty, the dean,or an advisor. Many times all three methods are used. Table III-7 tabulates the responses by the schools on exemption determinants.

Table III-7: **Methods of Exempting Required Courses, 1983-84**

Method	ALISE Members	Assoc. Members
Written Examination	26	2
Transcript from other school	46	2
Approval of advisor/faculty	34	

Other methods reported are: oral examinations; evidence of appropriate experience; proven proficiency; substitution of an advanced course in the same area as the required course. Some of those reporting approval included approval by committees of the school or by the dean as well as the faculty.

The next question which arises is whether the exemption carries with it the credit hours of the courses exempt, thus reducing the total number of hours required for the degree. Table III-8 reports the answer to this question.

Table III-8: **Credit Gained Through Exemption of Required Course(s) 1983-84**

Program	ALISE Members		Assoc. Members	
	Yes	No	Yes	No
Masters	15	38	1	2
Post-Masters	2	6		
Doctorate		2		

Fifteen of the sixty-six ALISE member schools which allow students to be exempted from required course(s), give credit for the exempt course(s), thus reducing the number of hours students need to take for the masters degree. Thirty-eight schools do not give credit for exempt courses, requiring students to take the full number of credit hours for the degree.

Three schools reported that the allowance of credit for exempt courses was sometimes given and sometimes denied.

Transfer of Credit Hours:

Schools were asked to report the maximum number of credit hours which may be transferred in from other college or university programs. Data was collected by program: undergraduate major masters,post-masters and doctoral programs. The responses for the undergraduate major programs were insufficient to be useful, and are not recorded here. Table III-9 presents the responses of the schools for the graduate programs.

Table III-9: **Credit Hours Transferred, by Program, 1983-84.**

	ALISE Member Schools			Assoc. Member Schools	
Hours	Masters	Post-Masters	Doctorate	Masters	Post-Masters
0	1	6	5		
3		2			
4	2				
6	32	11	6	5	2
7	1				
8	4	3	1		
9	8	2		1	
10	3				
11	1				
12	5	2	1	1	
14	1	1			
15	3	1			
17	1	1			
18	1				
21	1				
24	1	1	1		
30			2*		

* thirty credits from an ALA accredited masters program.

Variants - Dalhousie transfers one academic year of study toward the masters program.
Maryland - determined by Doctoral Committee.
Minnesota - no limit.
Toronto - eight 1/2 courses for masters program.
Western Ontario - two 1/2 courses for masters.

Of the ALISE member schools, 50 allow the transfer of credits from ALA accredited programs only, while 15 schools accept transfer credit from non-ALA accredited programs.

Four of the Associate member schools accept transfer credit from non-ALA accredited library and information science programs and three accept tranfer credit only from ALA accredited programs.

Comments from schools modify their reports of the acceptance of transfer credits from non-ALA accredited programs, in a variety of ways. The most common statement indicates the need for approval of the advisor, the faculty, or the dean. One school accepts credits from non-ALA accredited programs at the doctoral level, but not at the masters level. Some noted that it depends upon individual circumstances, while another school would accept credits only when the instructor or the program was known, or if the syllabus of the course was aoorived by the dean. Several schools accept credits from certain foreign schools. One school accepts credits from non-ALA accredited programs only in children's literature and school library courses.

Responses to this question do not differ from the practices reported for 1982-83.

Thesis, Research or Specialist Paper:

Schools were asked if a thesis were required, or if there was an elective available to students to write a thesis paper. In the question, the term thesis was used generically to include research paper, specialist paper, masters paper, etc. Table III-10 records the responses.

Table III-10: **Thesis Options, by Number of Schools, 1983-84**

Program	ALISE Members Required	ALISE Members Optional	Assoc. Members Required	Assoc. Members Optional
Masters	11	35		6
Post-Master	17	9		1

The number of credit hours for the thesis varies. In the eleven schools which require a thesis, credit ranges from no credit to six hours. On the thirty-five which offer the thesis on an optional basis, credit hours range from one to ten, with Dalhousie and Montreal the exceptions, at twelve and twenty credits, respectively.

Those schools which require the thesis or offer it as an option within the Post-Masters program, generally allow from three to six credits. Exceptions are: Illinois which allows eight credits are: Illinois which allows eight credits on the required thesis, Minnesota and South Florida with nine hours, and Texas with twelve credit hours.

Twenty ALISE member schools provide no opportunity for a thesis at the the Masters program, and ten do not offer students this option within the Post-Masters program.

Field Work:

Table III-11a: **Number of Schools Offering Field Work for Credit, 1983-84**

Program	ALISE Members	Assoc. Members
Masters	59	6
Post-Masters	15	1
Doctorate	2	–

Six Alise member schools require field work of all students in the Masters program. They are: North Carolina, British Columbia, Texas Woman's, Montreal, Dalhousie and Southern California.

Dalhousie requires work experience as a graduation requirement but gives no credit for field work. Syracuse requires either field work or a research paper. Maryland strongly encourages field work if a student has no previous experience.

Schools which offer no credit for field work are: British Columbia, McGill, Florida State, Chicago, Alberta, Pratt, Dalhousie. Two other schools, Texas Woman's and Western Ontario give credit for field work, but the credits are not counted toward the degree.

Credits for field work range from one to eight for the Masters program, and up to ten hours for the Post-Masters. While credits vary, the number of hours of supervised work for each hour of credit also varies. For example, one hour of credit requires 45 hours of work, 60 hours of work, or 50 hours of work. Two credits can require 60 hours of supervised work or 100 hours, and three credits varies in requirements from 90 hours of work to 150 hours.

Other variations are found, such as: one school requiring 60 hours of field work and attendance in a seminar for two credits; another school requiring 100 hours of field work and a fieldwork-based paper for two credits. School library/media certification regulations in the various states dictate field work credit hours in some schools.

Requirements for Graduation:

Table III-12: **Special Requirements for Graduation, 1983-84**

Program	Comprehensive ALISE	Comprehensive Assoc	Foreign Language ALISE	Foreign Language Assoc	Other ALISE
Masters	25	5	7	0	6
Post-Masters	5	1	1	0	4
Doctorate	19		15		10

Other special requirements for the Masters degree:
Final examination unless thesis is written (Washington)
Research Report (Queens and Northern Illinois)
Research Course (Ball)
Exit interviews (Emory and Hawaii)
Communication Skills (Atlanta)
Final oral examination (Minnesota)

Other special requirements at the Post-Masters level:
Communication skills (Atlanta)
Final oral examination (Minnesota)
Oral examination and project (Wisc.-Madison)
Independent study (Peabody)
Research report (Queens)

Other special requirements for the doctorate:
Dissertation
Research tools/skills
Qualifying, preliminary exams
Final oral exam or defense of dissertation

In responding to the foreign language requirement, six schools indicated that a computer language or statistics might be substituted for one language at the doctoral level.

Prerequisites for Entering Program:

It is assumed that all schools have a certain grade point average for entrance into the library and information science program. Table III-13 records the additional requirements for entering the graduate programs in library and information science.

Table III-13: **Prerequisites for Entering Program, 1983-84.**

Prerequisite	ALISE member	Assoc.member
Library experience	1	1
Undergraduate library science	2	1
Foreign language	3	
GRE/MAT/TOEFL,etc.tests	57	4
Interview	17	4
Other		
Statement of purpose	5	
Reference letters	9	1
Certain number of liberal arts credits	3	

Eleven schools noted that TOEFL scores at an acceptable level were required for all foreign students.
One school would accept a course in statistics or computer science as a substitute for a foreign language. Another school required both statistics and computer science for

entrance into the PhD program.
Those schools requiring a personal interview modified it by stating "whenever possible". One used telephone interviews.

Courses Taught Away from the Main Campus:

If a university is composed of a number of campuses at different locations in the state, the main campus is that one where the library/information science school has its permanent buildings and administrative offices. Off-campus teaching includes any course offered at a brach or regional campus of the university, as well as non-university locations, such as a corporation or a public public library.

Thirty one ALISE member schools offered one or more courses away from the main campus in 1983-84, while thirty four did not. Four of the seven Associate member schools taught one or more courses off-campus.

Two hundred twenty three courses were offered off-campus, with twelve schools providing 77% of the courses. The most active schools were Indiana which taught thirty five courses and Long Island which taught twenty two.

Approximately 50% of the courses were required courses for the Masters degree, and 50% were electives for the Masters degree. Only Rutgers and Southern Connecticut offered courses for the Post-Masters program off-campus.

Table III-14: **Courses Offered Away from Main Campus, 1983-84**

ALISE Member Schools	No. of Courses	Required			Elective			Faculty	
		MA	PM	Doct.	MA	PM	Doct.	Reg	Adj
Alabama	4	3			1			4	
Albany	1				1			1	
Arizona	2	1			1			2	
Brigham Young	1				1			all	
Catholic	12	12						6	6
Clarion	4	2			2			4	
Florida State	5	4			1			5	
Illinois	3	1			2			2	1
Indiana	35	20			15			4	31
Kent	14	7			7			2	12
Kentucky	8	3			5			6	2
Long Island	22	7 (12 Sect.)			15 (20 Sect.)			22	10
Louisiana	3	2			1			2	1
Maryland	2	1			1				2
Michigan	4	1			3			4	
Missouri	7	4			3			all	
N.Carolina Central	2	2						2	
Northern Illinois	13	6			7			9	4
Oklahoma	8	3			5			6	2

Table III-14: **Courses Offered Away from Main Campus, 1983-84**

ALISE Member Schools	No. of Courses	Required			Elective			Faculty	
		MA	PM	Doct.	MA	PM	Doct.	Reg	Adj
Pratt	8	2			6			5	3
Rhode Island	11	7			4			3	8
South Carolina	10	1			9			5	5
South Florida	13	4			9			10	3
Southern Calif.	6	6						5	1
Southern Conn.	6	2	1		2	1			
Southern Miss.	10	5			5			6	4
Texas	4	2			2			4	
Texas Woman's	2				2			2	
Western Ontario	6	3			3			6	
Wisc.-Milwaukee	2	1			1			2	
Assoc. Members									
Emporia	10	6			4			6	3*
Sam Houston	10	10						10	
Western Maryland	1	1						1	
Western Michigan	11	6			5			6	1
Total Courses	223	106	1		106	10			

*one course team-taught by regular and adjunct faculty.

Eighteen of the thirty-one schools offering courses away from the main campus use adjunct faculty to teach some of these courses, while thirteen schools use only their regular faculty. One hundred five adjunct faculty taught courses away from the main campus for ALISE member schools during 1983-84. This represents 44% of the total faculty teaching in these extension offerings.

Individual Course Offerings:

Questions 21 and 22 asked schools to report the number of individual courses listed in the school's catalog and to indicate how many of those courses were taught during the 1983-84 year. The data is recorded on Table III-15.
Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Masters credit
C = Masters credit only
D = Masters or Post-Masters credit
E = Post-Masters credit only
F = Post-Masters or Doctoral
G = Doctoral credit only

Table III-15:**Courses Listed in Catalog,by Level,Academic Year,1983-84.**

ALISE School	Courses		%	Courses Restricted to:						
	Listed	Taught	Taught	A	B	C	D	E	F	G
Alabama	58	55	95	1	9		44	4		
Albany*	48	43	90	4	8	30		1		
Alberta	52	36	69		3	33				
Arizona	44	36	82		5	31				
Atlanta	34				10	23	23	1		
Ball State	61	47	77	20		28				
Brigham Young	34	29	85	5		29				
British Columbia	49	43	88			43				
Buffalo	42	40	95			3	39			12*
Calif.-Berkeley	62	59	95	3	3		55			1
Calif.-L.A.	80	55	69	3		6	68			3
Case Western	84	63	75			79				5
Catholic										
Chicago	51	43	84							
Clarion	46	35	76	7	3	26	18			
Columbia	79	78	99			27	41		3	
Dalhousie	38					38				
Denver	57	53	93	15			37	1		
Drexel	56	55	98			2	50		4	
Emory	44	37	84				36	1		
Florida State	70	73	104	4	5	51	45	45	7	7
Hawaii	36	30	83							
Illinois	68	44	65		10	1	49	1		1
Indiana	55	47	85		6		35			6
Iowa	33	32	97	1	7	24				
Kent	52	42	81		3	7	30	2		
Kentucky	49	46	94		11	35				
Long Island	48	47	98		3		45			
Louisiana	43	34	79				34			
Maryland	63	61	97	6	9	8				2
McGill	41	40	98			40				
Michigan	55	51	93			47				4
Minnesota	37	9	24				9			
Missouri	52	43	83	5	19	28				
Montreal	49	41	84	4		37				
North Carolina	64	51	80	2	11		34			4
N.Carolina Central	37	28	76	2	4	22				

Table III-15: **Courses Listed in Catalog, by Level, Academic Year, 1983-84**

ALISE School	Courses Listed	Courses Taught	% Taught	Courses Restricted to: A	B	C	D	E	F	G
N.Carolina-Greensboro	28	25	89		5	22				
Northern Illinois	34	29	85		8	21				
North Texas	51	45	88		9		42*			
Oklahoma	49	32	65	3			46			
Peabody	39	28	72							
Pittsburgh	168	129	77	5	18		90		14	2
Pratt	59	46	78				44	2		
Queens	35	27	77			27		27		
Rhode Island	46	39	85			45	1			
Rosary	45	34	76				34			
Rutgers	90	91	101		15		44	7	10	14
St. John's	42	33	79		3	6	24			
San Jose	44	31	70		3	28				
Simmons	65	57	88			33	17			7
South Carolina	65	47	72		4	6	55			
South Florida	48	40	83	3	6	42				
Southern Calif.	61	42	69	5		28				8
Southern Conn.	83	73	88	25			58			
Southern Miss.	58	52	90	6	16	42				
Syracuse	78	53	68	5	12		34			2
Tennessee	47	46	98	2	6	39				
Texas	56	48	86	3			42		1	1
Texas Woman's	59	50	85	9			50			
Toronto	65	44	68							
Washington	50	46	92	3	2	45				
Wayne	43	22	51		41	2				
Western Ontario	64	97				57				7
Wisc.-Madison	52	42	81		12		40			
Wisc.-Milwaukee	50	44	88	2	14		28			

Assoc. Members										
Bridgewater	49			1	48					
Emporia	38	36	95		3	33				
Kutztown		24		11	3	10				
Sam Houston	33	33	100				33			
Shippensburg	36	20	56	6	6	19				
Western Maryland	6	6	100			7				
Western Michigan	43	30	70	2	7	21				

Table III-16:**Courses Cross-Listed with Other Units of Instruction,1983-84**

ALISE MEMBER SCHOOLS	COURSES BASED IN Lib/Info Science	Other Academic Units
Alberta	1 with Education	1 in Education with LIS
Arizona	3 with Sec Education	2 in Educ.Foundations 2 in Spanish 1 in Music
Atlanta	2 with Education	
Calif.-L.A.		1 in Latin American Studies 1 in African Studies 1 in Management
Case Western	3 with Archives 1 with Law	1 in Music 1 in Art
Chicago	11	1 in Business
Clarion		1 in Communication & Computer Sci
Dalhousie	5 with Education	
Denver	1 with Law	1 in History/Archives
Hawaii	1 with Ed.Commun. 1 with Asian History	
Illinois	1 with Communications	
Iowa	1 with Education	2 in Education 1 in English and Journalism
Kentucky	2 with Communications	
Louisiana	4 with Computer Sci.	
Michigan	1 with Education 2 with History 1 with Music	
North Carolina	1 with Computer Sci	2 in Computer Sci
Northern Ill.		1 in Education
Oklahoma	1 with History	1 in Education
Peabody	3	1 in Dept.of Teaching and Learning
Pittsburgh	1 with Arts & Sci 1 with Engineering 1 with Music	
St.John's	3 with Ed & Human Services	
Southern Calif.		1 in Education
Southern Miss.	13 with Ed & Psy.	
Syracuse		1 in Computer & Info Sci 1 in Education 1 in Speech Comm.
Tennessee		2 in Media
Texas	2	2 in History
Wayne	3 with Instr.Tech. 4 with ELE 1 with EED 5 with History	
Wisc.-Madison	3 with History 1 with Curriculum & Instruction	
Wisc.-Milwaukee	4	1 in English

ASSOCIATE MEMBER SCHOOLS		
Emporia	1 with Instr. Media	1 in Curr.& Instruction
Kutztown		2 in AudioVisual Commun.
Shippensburg	2 with Education	

Courses listed under Library and Information Science are taught by the faculty of that school, but listed in the catalog of courses in the other discipline. Courses listed under other disciplines are taught by the faculty of that discipline, but the courses are listed in the catalogs of the library and information science schools and available for their students.

Curriculum Changes:

Schools were asked to report the titles of courses added and courses dropped, the new programs added, curriculum revisions made during the year, and any other curriculum modifications.

Forty six ALISE members or 70% of the schools reported changes in the curriculum for 1983-84. One hundred thirty two courses were added and sixty two were dropped. Four reported total curriculum revision and 15 indicated partial revision.

Among the courses added or dropped, two areas appear significant. Dominating the new courses are those in the field of technology, and more particularly those with microcomputer in the title. Twenty two new offerings are in microcomputers, while a total of forty nine new courses are in the general area of technology.

Nineteen courses in the school library/media area were dropped during 1983-84 while four were added.

A list of curriculum changes appear below, grouped by broad categories based on the wording of the titles. A number before the course indicates the number of schools reporting that course.

New Courses -- Technology

Microcomputers for schools and children's library services
10 Microcomputer applications in libraries and info centers
Advanced on-line retrieval
On-line public access catalogs
Computer basics
On-line searching laboratory
Information retrieval research
4 Microcomputers in information management
Database design and creation
2 Database management
Educational/library applications of data base management systems
3 Selection and evaluation of microcomputer software
Software design for information management

Data processing
Introduction to PASCAL for teachers
Pascal with data structures
Educational applications of BASIC
Basic programming applications
Designing computer-assisted instruction for microcomputers
Microcomputer managed instruction
School administrative applications of microcomputers
Human interaction with computers
Word processing for educators and librarians
Information systems and technology applications
Video-based information systems
2 Computer based info networks
Technology for records management
2 Office automation/automated systems
Trends in information technology

New Courses Added -- Management
5 Records management
Analysis, design and administration of info systems
Management principles for library and info services
Financial management of libraries
2 Human behavior in info systems
Essentials of info management
2 Human resource management
Economics of information
Legal aspects of information handling
Information policy and regulations
Information management in colleges and universities
Advanced systems analysis
Planning and managing telecommunication systems
Designing libraries and info centers
Management of technical services

New Courses Added -- Librarianship
2 Current issues and trends in library and info services
Books, libraries and the cultural heritage
Organization of information
2 Topics in library and information science
British studies (5 courses in lib and info systems)
Librarianship in developing countries
Organization of knowledge and its technology
Library and information agencies and their resources
Curatorship of rare books and special collections
Canadian collections

New Courses Added -- School Media
2 Books and nonprint resources for children
Public relations for school library media programs
Microcomputers for schools and children's services

New Courses Added -- Resources and Services
Canadian collection
Oral history and folklore sound collections
Library/media services to clients with handicapping

conditions
- Library's many publics
- Information sources and services
- Collection development
- Sources in religion
- Selection and evaluation of information resources
- Library and information agencies and their resources
- Legal bibliography
- Information access systems
- Library systems and information services

New Courses Added -- Processes
- Indexing language design
- Indexing and abstracting
- Conservation calendar and needs
- 3 Research methods
- Serials
- Cataloging:subject approaches
- Cataloging:entry heading and description
- Organization of document systems-description
- Organization of document systems-subject access
- Documents - creation
- Archives and research
- Archives and administration

Courses Dropped
- Cataeoging and classification (and replaced by 3 courses)
- Archives and Records management (replaced by 3 Courses in archives)
- Library User Interface(replaced by Library's many publics)
- School library media field--
    - 2 Library work with children and young adults
    - 2 Books for older children (adolescent lit)
    - Books and nonprint resources for young children
    - Library and media services for children
    - Library and media services for young adults
    - Seminar in services to children's and young adults' libraries
    - School library media center problems
    - School media systems
    - Educational media center management
    - Children's literature
    - Early childhood, media and libraries
    - Materials and services for the exceptional child
    - Dynamics of school library supervision
    - Media specialists and special learners
    - TV and youth
    - Program planning and evaluation
    - Information materials in the curriculum
- Seminar in Research design
- Rare books
- Cooperative programs
- Foundations of library service
- Librarian, the law and the political process

2 Education for librarianship
Studies in international librarianship
AV programs in higher education
Seminar in special library services
2 Minority cultures -resources and services
Management theory in library and info systems
2 Advanced cataloging and classification
Cataloging of nonprint materials
Organizational aspects of info systems
Introduction to information science
Canadian literature in humanities
Acquisitions
Literature of sciences/social sciences/humanities
Introduction to subject analysis
Seminar in subject analysis
Research in technical services
Library systems analysis
Individual communication services
Outreach and community programs
History of libraries
The library building
Resource sharing in libraries
Problems in developing academic library collections
Librarianship and intellectual freedom
Integrated seminar in library and info science
Simulation and gaming
Library systems
Human interaction in libraries
Seminar in information decision management .
Information resource management
Intro. to codicology and critical bibliography
Library and info service facilities

New Programs Offered in 1983-84

Specialist Certificate in public sector librarianship
Certificate of special studies in technical services
BS in Information systems
2 Certificate in Advanced Library Information Studies
Community Information Specialist
Joint Masters in Library and Information Science and Computer Science
Joint program in Library and Information Science and Geography

Total Curriculum Revision:

Two schools reported revision of the Masters programs, one revised doctoral program, and one reported that curriculum revision was an ongoing and continuous process.

Revision of Areas of the Curriculum:

Fifteen schools reported revisions of areas within the curriculum. Four schools reported revision of the core courses. Two cited their revision of computer and micrcomputer offerings. Other areas reported were: school library media specialist program; information science component; specialist program in archives and records management; new emphasis on non-library information services; added information studies concentration to the doctoral program; and required courses at the masters level.

STANDING CURRICULUM COMMITTEES AND THEIR COMPOSITION:

Questions 25 and 26 ask about the existence of a standing committee on curriculum and its composition. Sixty of the sixty-six ALISE members have standing curriculum committees, and five of the seven Associate member schools report the existence of such a committee.

All the committees have faculty members as a part of the committee. Seven schools have only faculty on the committee.

For comparison with earlier years, Table III-17 is presented to show the inclusion of representatives of various constituencies.

Table III-17: **Curriculum Committee Members by Categories, 1983-84.**

Categories of Members	ALISE Members	ASSOC Members
Faculty	60	5
Staff	11	0
Students	53	4
Alumni	14	0
Practitioners	7	1
Others	0	0

Table III-17a has been added to identify the composition of curriculum committees. The predominate pattern is to have a faculty/student committee, with a membership composition ranging from 2 faculty and 2 students, to 10 faculty and 4 students. The greater number of committees have from 3 to 6 faculty and one to three students, with faculty representation larger than the student delegation.

Table III-17a: **Curriculum Committees, by Composition, 1983-84.**

Committee Composition	ALISE Members	ASSOC Members
Faculty only	6	1
Faculty and Students	31	2
Faculty, students, alumni	4	
Faculty, students, and Dean/Director	2	1
Faculty, students, staff	4	
Faculty, students, practitioners	2	1
Faculty, students, staff, alumni	5	
Faculty, students, alumni, practitioners	2	
Faculty, students, alumni, practitioners, staff	2	
Faculty, students, advisory council	1	
Faculty, alumni, practitioners, advisory council,input from student comm.	1	
Total schools reporting	60	5

Five ALISE member schools assigned someone with released or compensated time for planning, supervising or coordinating the curriculum during the report year. The percentage of released time was different in each case: Rutgers gave 10%, Wisconsin-Madison 25%, Kentucky 30% and Louiiisiana 33%. Syracuse gave no percentage.

Fifty nine ALISE member schools did not give released or compensated time or did not assign someone the responsibility. None of the Associate member schools reported such an assignment.

Syracuse reported that "faculty coordinators are assigned to the MLS, IRM and PhD and undergraduate area. Coordinators work with student liaisons on matters of curriculum; changes are proposed to full faculty for decisions. Alsio, currently special task force is working on organization of knowledge elements in curriculum."

Curriculum Changes Under Consideration:

Thirty nine ALISE member schools and two Assoc. member schools reported serious consideration was being given to curriculum changes. Question 28 suggested some areas of possible changes and Table III-18 presents the responses of all schools. Following the table is a list of the other curriculum changes being studied by the schools.

Table III-18: Curriculum Changes Under Consideration, By Category, 1983-84

Categories	Number of Schools
Integrated core	3
Sixth year - Post-Masters	6
Doctoral program	4
Two-year Masters program	3
Other joint masters programs	12
Others	22

Two-year Masters program - one school plans to begin a 48 semester hour program in 1987-88. One school is considering such a program in academic librarianship, and another in communication and information srudies.

Joint masters programs - twelve joint degree programs are being considered: two schools are studying such programs with law and with music; and other areas are Spanish, sociology, Asian studies, history, social welfare, public affairs, criminal justice, and information management.

Other changes being considered are recorded below with the number preceding the change indicating the number of schools reporting that activity.

6	Undergraduate component
4	MIS program
	Consolidation of elective courses
	Adding to degree requirements
	Archival Management concentration
	BS/MLS in computer science
2	Revision of the curriculum in info science
	Information technology transfer
2	Review entire program
	Provide undergraduate service course in computer literacy
	MFA in Book Arts
	Middle management program
	Track for academic librarianship
	Public administration and Library and Info Science for Librarianship in Public Sector

INCOME AND EXPENDITURES

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of both Member and Associate Member schools of ALISE. Sixty-five of the 66 member schools returned the report forms. One which contained incomplete data was not included in the narrative summary but is included in the listing for all schools. Seven responses were received from schools with ALISE Associate Member status. Each category of responses is reported separately.

As has been the case in the past, some minor modifications in the survey instrument for 1983/84 were implemented in an attempt to elicit more helpful responses in certain categories. As new tables have been added in the present report, they have been identified by a letter following the table number, e.g. Table IV-1a. In this way comparisons of data in this year's report with those in the 1982/83 report may be made more easily, through use of the same table numbers, in an attempt to provide some continuity from year to year. In some cases, a table has been revised significantly, and these tables are identified by "rev" following the table number, e.g. Table IV-11rev. In one instance, a table has been moved entirely to another section of the report; thus Table IV-6 (Library Support) now appears as Table IV-8b in the Expenditures section, and there is no Table IV-6 in this report.

Member Schools

FUNDING: AMOUNTS AND SOURCES

Sixty-four member schools reported total income in 1983/84 of $43,749,612, or an average income of $683,588, as shown in Table IV-1. Funding for the schools ranged from a high of $2,539,112 to a low of $219,988. The median income in 1983/84 was $551,219.

Table IV-1

SIX-YEAR FUNDING LEVELS FOR MEMBER SCHOOLS

Year	N	Total Income	Average Income	Increase
1978/79	55	$29,673,014	$539,509	10.7%
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6

(N = number of schools reporting total income)

Although the average income continues to increase, the rate of increase declined sharply in 1983/84 (2.6% as opposed to 9.0% in 1982/83). A review of the percentage of increase or decrease for individual schools is reported in Table IV-1a.

Table IV-1a

PERCENTAGE OF INCREASE/DECREASE FOR MEMBER SCHOOLS

(N = 61)

Percentage	Increase	Decrease
1-5%	18	9
6-10%	13	4
11-15%	1	3
16-20%	3	-
21-25%	3	-
26-30%	-	-
31-35%	3	2
36-40%	2	-
Range	1%-40%	1%-34%

As was the case in 1982/83, the majority of the schools receiving increases fell into the 1-10 percent category, with more in the 1-5 percent range. Thirteen of the 18 schools reporting decreases fell into the 1-10 percent category, again with more in the 1-5 percent range. It is a cause for concern that 18 schools again reported decreases in 1983/84, even though the increases appear to be modest in most instances.

The frequency distribution of the total income for member schools is contained in Table IV-2, which shows that 14 of the 64 schools (22 percent) now report incomes over $1,000,000, 12 from the United States and two from Canada. Twenty-one of the 64 schools (33 percent) now report incomes over $800,000. At the lower end of the spectrum are 37 of the 64 member schools (58 percent) with total incomes under $600,000. The school reporting the highest income had a decrease of 2.2 percent from 1982/83, and the school with the lowest income had a decrease of 12.8 percent form 1982/83. It should be kept in mind that all figures from the Canadian schools reported in the survey are in Canadian dollars.

Table IV-2

FREQUENCY DISTRIBUTION OF TOTAL INCOME FOR MEMBER SCHOOLS

N = 64

$2,500,000+	1
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	-
1,600,000+	1
1,500,000+	1
1,400,000+	-
1,300,000+	1
1,200,000+	-
1,100,000+	2
1,000,000+	8
900,000+	3
800,000+	4
700,000+	2
600,000+	4
500,000+	9
400,000+	13
300,000+	9
200,000+	6
100,000+	-

In Table IV-3, the sources of funds for member schoools are described for the six-year period 1978/79 - 1983/84. The level of funding from the parent institution continues to provide the largest percentage of support, although the percentage continued the slight decline begun in 1982/83. Funding at the federal level decreased to 6.15 percent, a drop of one percentage point from 1982/83.

Table IV-3

SOURCES OF FUNDS FOR MEMBER SCHOOLS, 1978/79-1983/84

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1978/79	55	$459,025	85.08	$64,513	11.96	$15,836	2.96
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45

Since 1978/79, the average amount provided by the parent institution and from other sources increased by approximately $130,000 and $30,000 respectively, while federal funding has decreased by approximately $22,000. A steady increase in the "Other" category from almost three percent in 1978/79 to almost seven percent in 1983/84 indicates the continuing activity to locate support in other areas.

Table IV-4 depicts the frequency distribution of income from the parent institution for member schools in 1983/84. These figures ranged from a high of $2,302,587 to a low of $114,682. Two schools reported support from the parent institution in amounts under $200,000; in 1982/83 no schools reported income under $200,000. Only four schools reported that their only income was from the parent institution. Five schools again reported income from the parent institution over $1,000,000 (two from Canada and three from the United States). The median income from the parent institution in 1983/84 was $489,662.

Table IV-4

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION FOR MEMBER SCHOOLS

N = 65

2,300,000+	1
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	-
1,600,000+	1
1,500,000+	-
1,400,000+	1
1,300,000+	-
1,200,000+	-
1,100,000+	-
1,000,000+	2
900,000+	3
800,000+	6
700,000+	6
600,000+	5
500,000+	6
400,000+	13
300,000+	11
200,000+	8
100,000+	2

In 1983/84, schools were asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-4a provides the responses from the member schools. Twenty-nine of the schools indicated one or more of these circumstances as directly influencing their funding.

Table IV-4a

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	15
Credit Hours	13
Head Count	5
None of the Above	46

(Does not add up to 65; 9 schools indicated more than 1 basis)

In 1983/84, 44 of the 64 schools reporting their data indicated receipt of federal funding as shown in Table IV-5. This represents an increase of almost 12 percent in the number of schools receiving these funds. It should further be noted that the average amount received in 1983/84 even with a decrease represents the second highest average amount since 1979/80.

Table IV-5

AVERAGE FEDERAL FUNDING FOR MEMBER SCHOOL, 1978/79-1983/84 (EXCLUDES THOSE WHO REPORTED NO FEDERAL FUNDING)

Year	Number*	Average Amount
1978/79	36/55	$98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131

*Indicates actual number of schools receiving funds/total number reporting

The range of funds in 1983/84 went from a high of $774,680 to a low of $300 (1982/83: $718,473 to $300). The median federal funding in 1983/84 was $22,544. The frequency distribution of income from federal funding is reported in Table IV-5a.

Table IV-5a

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING FOR MEMBER SCHOOLS

N = 44

700,000+	1
600,000+	-
500,000+	-
400,000+	-
300,000+	-
200,000+	1
100,000+	6
90,000+	1
80,000+	-
70,000+	-
60,000+	2
50,000+	-
40,000+	2
30,000+	4
20,000+	9
10,000+	6
9,000+	3
8,000+	3
7,000+	-
6,000+	-
5,000+	-
4,000+	-
3,000+	1
2,000+	3
1,000+	1
900+	-
800+	-
700+	-
600+	-
500+	-
400+	-
300+	1
200+	-
100+	-

Differences in income between schools with doctoral programs and those without were first reported in 1981/82. Table IV-7 presents the data for 1983/84. The total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate.

Table IV-7

SOURCES OF FUNDS FOR MEMBER SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1983/84

Category	N	Parent Institution		Federal Funds		Other		Total Income
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	23	$864,797	85.84	$55,974	5.56	$86,649	8.60	$1,007,420
No Doctorate	41	447,445	89.14	34,204	6.82	20,276	4.04	501,925

Although the mean income continues to be considerably higher from the parent institution for schools with doctoral programs, schools not offering the doctorate showed a large increase in federal funding in 1983/84: $22,280 and 4.61 percent in 1982/83; $34,204 and 6.82 percent in 1983/84. The actual difference in the average amount in federal funding between the two groups decreased from $70,245 in 1982/83 to $21,770 in 1983/84.

Income data for the member schools were first examined by geographic regions in 1982/83. These data are again displayed in 1983/84 according to the regional listings used by the American Library Associatin's Committee on Accreditation. Table IV-7a reports these data.

Table IV-7a

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME OF MEMBER SCHOOLS FOR 1983/84

		Parent Institution		Federal Funds		Other		Total Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$845,128	94.14	$ 17,330	1.93	$35,265	3.93	$897,723
Northeast	16	693,283	83.37	102,283	12.30	36,029	4.33	831,595
Southeast	14	482,924	89.86	30,236	5.63	24,226	4.51	537,386
Midwest	14	535,171	86.84	25,470	4.13	55,661	9.03	616,302
Southwest	5	542,579	92.39	14,529	2.48	30,191	5.13	587,299
West	8	532,618	84.01	9,926	1.57	91,444	14.42	633,988

Northeastern US schools continue to receive a lower percentage of their average total income from the parent institution than do other US schools and those from Canada. The Northeastern schools also continue to receive a considerably higher percentage of their total funding from federal funds than the other schools. It should be noted that one school accounted for many of these funds; the median amount recived in the Northeast was $32,000. Even so, some of the highest dollar amounts of federal funding continues to be reported from this area. Schools in the Midwestern and Western regions continue to report more funds in the "Other" category, which includes endowments, state funds, and continuing education.

EXPENDITURES: TYPES AND AMOUNTS

The 1983/84 expenditures by category for member schools are shown in Table IV-8, along with mean expenditures, ranges, and percent of total.

Table IV-8

1983/84 EXPENDITURES FOR MEMBER SCHOOLS OVER SEVEN MAJOR CATEGORIES

N = 64

CATEGORY	AMOUNT	AVERAGE	% OF TOTAL	HIGH	LOW
Salaries and Wages	$32,892,069	$513,939	75.50%	$2,250,209	$186,457
Teaching and Admin.	3,982,971	62,234	9.14	243,081	6,200
Library	542,466	8,476	1.24	101,957	0
Research	1,054,181	16,472	2.42	408,524	0
Student Aid	3,395,886	53,061	7.80	400,074	0
Continuing Education	582,163	9,096	1.34	101,241	0
Other	1,117,341	17,458	2.56	267,940	0
Total	43,567,077	680,735	100.00		

A comparison of these figures with those reported for 1982/83 shows similar percentages with slight increases in the percentage of expenditures allotted for salaries and wages, library, and student aid. Research expenditures decreased by almost two percent: from 4.25 percent to 2.42 percent.

In 1983/84, schools were asked to indicate if they had a separate library science library; whether the library received its major support from the library school; whether the librarian was funded by the library school; and if the library was administratively a part of the main library. Table IV-8a displays the responses.

Table IV-8a

LIBRARY FACILITIES OF MEMBER SCHOOLS IN 1983/84

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	30	16	14	37
No	35	49	51	28

Although almost half of the schools have separate libraries, only about 1/3 of the libraries receive their major support from the library school. Table IV-8b shows the total support from 26 library schools for collections and salaries.

Table IV-8b

LIBRARY SUPPORT FROM MEMBER SCHOOLS IN 1983/84

	Collection (N = 23)	Salaries (N = 19)	Total (N = 26)
Mean	$ 25,970	$ 49,507	$ 59,152
Median	20,700	17,111	34,862
High	101,957	270,770	270,770
Low	422	1,260	422

Schools were asked to indicate the allocation of salaries and wages among four cagetories: faculty, specialist, clerical, and students. Table IV-9rev provides the distribution for all schools plus those with and without doctoral programs.

Table IV-9rev.

ALLOCATION OF SALARIES AND WAGES, 1983/84

	Faculty			Specialist			Clerical			Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total
All Schools (N = 64)	25,506,521	398,539	79.26	2,220,843	34,701	6.91	3,148,469	49,195	9.78	1,304,091	20,376	4.05
Doctoral Program (N = 23)	12,802,178	556,616	75.75	1,398,193	60,791	8.27	1,809,158	78,659	10.71	891,095	38,743	5.27
No Doctoral Program (N = 41)	12,704,343	309,862	83.15	822,650	20,065	5.38	1,339,311	32,666	8.77	412,996	10,073	2.70

The figures show slight increases in 1983/84 for all categories except students. This category again declined: 4.57 percent in 1982/83; 4.05 percent in 1983/84. Schools with doctoral programs allocated more of the salary budget to the specialist and student categories than did those without doctoral programs.

A review of the teaching and administration expenses by category is provided in Table IV-9a.

Table IV-9a

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 62)	$ 9,343	$75,054	$400
Communication (N = 54)	11,268	68,415	500
Equipment (N = 60)	13,122	82,685	600
Travel (N = 63)	7,168	47,222	64
Computing (N = 53)	10,416	44,500	86
Printing and Duplication (N = 53)	4,300	12,660	205
Dues (N = 47)	667	2,609	48
Insurance (N = 8)	11,071	87,321	19
Advertising (N = 27)	723	3,052	13
Other (N = 44)	15,582	82,500	242

As would be expected, equipment, communications, supplies, and computing costs are the major expenditures. The figures for insurance are misleading since one institution's costs were so much higher than those for the other seven schools reporting.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are depicted in Table IV-10.

Table IV-10

CATEGORIES OF EXPENDITURES FOR MEMBER SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1983/84

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (N = 23)	$758,430	75.53	$90,911	9.05	$17,887	1.78	$15,862	1.58
No Doctoral Program (N = 41)	376,785	75.38	46,147	9.23	3,197	0.64	17,389	3.48

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program (N = 23)	$78,377	7.81	$9,205	0.92	$33,513	3.33	$1,004,185
No Doctoral Program (N = 41)	38,859	7.77	9,035	1.81	8,452	1.69	499,288

The percentage of expenditures allocated to each of the categories in 1983/84 remained very close to the percentages in 1982/83, with two exceptions. Research allocations for schools with doctoral programs declined from 4.80 percent in 1982/83 to 1.58 percent in 1983/84. Student aid for schools without doctoral programs increased in 1983/84 to 7.77 percent from 6.41 percent in 1982/83.

Computing costs for member schools were again examined in 1983/84, and they continue to show great variation. These figures are presented in Table IV-10a.

Table IV-10a

COMPUTING COSTS FOR MEMBER SCHOOLS

	Mean	High	Low
All Schools (N = 53)	$10,416	$44,500	$ 86
Doctoral Programs (N = 21)	14,200	44,500	353
No Doctoral Program (N = 32)	7,932	27,156	86

A significant difference occurs in the means between schools with and without the doctoral program. Overall, three additional schools reported computing costs in 1983/84; however, the average declined from $12,189 in 1982/83 to $10,416 in 1983/84. A cause for further concern is that 35 of the 50 schools reported computing costs under $10,000. If the needs and expectations of the employers of graduates are to be met, more, not less, spending in this area must occur.

Travel expenditures declined in 1983/84 from 1983/83. These expenditures are reported in Table IV-10b.

Table IV-10b

TRAVEL COSTS FOR MEMBER SCHOOLS

	Mean	High	Low
All Schools (N = 63)	$ 7,168	$47,222	$ 64
Doctoral Programs (N = 23)	11,499	47,222	1,150
No Doctoral Program (N = 40)	4,678	13,420	64

Of the 63 schools reporting, 32 reported travel expenditures under $5,000, 20 more reported expenditures in the $5,000-10,000 range, and only 11 had expenditures in excess of $10,000.

The 1983/84 income and expenditure figures of the member schools show some slippage. The rate of increase in average income declined sharply, falling from 9.0 percent in 1982/83 to 2.6 percent in 1983/84. A large number of schools continues to show decreases in income. Federal funding decreased by almost one percent. Heavy dependence continues to be placed on support from the parent institution although there is evidence that other sources of income are being explored.

Tables IV-11rev. and IV-12 present the complete income and expenditure figures for the member schools who responded to the survey.

Table IV-11rev.

TOTAL INCOME AND SOURCE, MEMBER SCHOOLS, 1983/84

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contracts	Other	Total Sources of Funds
Alabama	$444,412	-	-	-	$ 7,250	$ 3,000	$454,662
Albany (a)	687,450	$ 24,000	$ 9,840	-	-	-	721,290
Alberta	638,313	-	-	-	-	23,726	662,039
Arizona (a)	417,553	16,000	-	$ 7,000	-	87,091	527,644
Atlanta	296,340	21,700	-	9,000	-	-	327,040
Ball State	336,596	-	-	-	-	-	336,596
Brigham Young (a)	314,305	-	-	-	1,946	3,000	319,251
British Columbia (a)	679,408	-	-	22,157	-	-	701,565
Buffalo (a)	374,432	8,000	-	-	-	-	382,432
California, Berkeley (a)	1,028,088	3,804	-	25,384	-	14,817	1,072,093
California, L.A. (a)	785,040	300	-	-	117,062	30,159	932,561
Case Western Reserve	822,927	60,344	-	-	-	48,445	931,716
Catholic (a)	587,657	774,680	6,160	-	-	12,131	1,380,628
Chicago (b)	235,880	-	-	-	-	-	235,880
Clarion	431,619	2,143	-	-	20,523	19,391	473,676
Columbia	829,862	191,444	27,000	-	-	-	1,048,306
Dalhousie (a)	400,538	-	-	-	-	53,649	454,187
Denver	949,308	47,566	24,294	-	10,605	1,697	1,033,470
Drexel (c)	-	-	-	-	-	-	-
Emory (a)	562,999	-	-	11,500	-	8,447	582,946
Florida State	774,353	20,000	-	31,000	-	-	825,353
Hawaii	372,754	-	-	-	-	-	372,754
Illinois (a)	702,995	106,363	-	82,220	155,028	128,735	1,175,341
Indiana	866,510	16,000	-	-	-	4,350	886,860
Iowa	290,865	12,476	8,407	2,744	13,532	780	328,804
Kent (a)	610,716	8,000	45,840	100	-	13,080	677,736
Kentucky (a)	647,188	2,573	-	-	12,000	-	661,761
Long Island (a)	489,662	1,070	2,000	3,462	3,532	2,532	502,258
Louisiana	399,586	19,443	-	-	-	-	419,029
Maryland	855,507	96,611	40,687	-	-	62,897	1,055,702
McGill (a)	429,857	-	-	-	-	12,970	442,827
Michigan (a)	972,518	32,000	9,264	33,604	-	144,720	1,192,106
Minnesota (a)	220,436	2,736	-	13,500	-	-	236,672
Missouri	553,392	21,081	-	400	-	17,643	592,516

Table IV-11rev. (continued)

TOTAL INCOME AND SOURCE, MEMBER SCHOOLS, 1983/84

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contracts	Other	Total Sources of Funds
Montreal	$ 710,121	$ 9,853	-	-	$ 14,711	$ 67,511	$ 802,196
North Carolina (a)	844,820	142,120	-	$ 28,824	22,021	40,456	1,078,241
North Carolina Central	427,966	14,492	-	-	-	7,500	449,958
North Carolina-Gr'nsboro	209,988	-	-	-	10,000	-	219,988
North Texas	429,371	30,644	-	-	-	6,600	466,615
Northern Illinois	297,418	-	-	-	-	-	297,418
Oklahoma (a)	385,725	9,000	-	-	-	2,200	396,925
Peabody	354,388	-	$ 2,875	8,380	9,000	3,600	378,243
Pittsburgh (a)	2,302,587	117,659	1,775	92,091	-	25,000	2,539,112
Pratt (a)	400,706	-	-	-	-	14,913	415,619
Queens	354,990	66,000	-	-	-	-	420,990
Rhode Island	296,449	-	-	-	-	-	296,449
Rosary (a)	428,925	-	7,984	-	-	-	436,909
Rutgers (a)	1,042,108	32,000	-	-	-	23,003	1,097,111
St. John's	381,458	35,000	-	-	-	-	416,458
San Jose State	223,493	-	5,028	6,400	-	5,100	240,021
Simmons (a)	899,475	22,544	21,256	48,944	1,000	40,922	1,034,141
South Carolina (a)	530,716	-	7,255	-	13,248	-	551,219
South Florida	386,138	-	-	2,000	10,100	-	398,238
Southern California (a)	114,682	-	-	72,696	-	377,068	564,446
Southern Connecticut	434,052	12,000	-	-	-	1,500	447,552
Southern Mississippi	528,047	20,000	62,260	-	13,000	3,576	626,883
Syracuse	724,509	253,374	17,093	74,988	-	3,837	1,073,801
Tennessee	353,988	182,981	3,400	500	-	8,968	549,837
Texas (a)	932,765	9,000	22,680	18,692	-	695	983,832
Texas Womans (a)	547,479	8,000	-	-	-	6,000	561,479
Toronto (a)	1,630,951	-	20,540	-	-	1,562	1,653,053
Washington	473,273	27,734	14,285	16,140	1,000	4,872	537,304
Wayne State (a)	196,650	45,683	-	-	-	4,744	247,077
Western Ontario (a)	1,426,711	111,454	-	-	-	30,031	1,568,196
Wisconsin, Madison	762,195	23,012	-	1,650	10,196	14,441	811,494
Wisconsin, Milwaukee	430,246	28,892	152	351	-	17,345	476,986

(a) Income not equal to expenditures reported

(b) Data not used in narrative summary

(c) Data not reported

Table IV-12

TOTAL EXPENDITURES, MEMBER SCHOOLS, 1983/84

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Alabama	$353,787	$ 48,365	$ 1,500	$ 51,010	$ -	$ -	$ -	$454,662
Albany (a)	655,288	40,569	-	12,000	7,911	-	-	715,768
Alberta	593,749	38,538	-	23,315	-	$ 6,437	-	662,039
Arizona (a)	392,286	45,858	-	34,895	-	-	-	473,039
Atlanta	238,620	21,300	4,000	42,420	-	20,700	-	327,040
Ball State	284,430	28,046	-	24,120	-	-	-	336,596
Brigham Young (a)	268,410	27,680	-	29,161	-	-	-	325,251
British Columbia (a)	644,130	19,460	-	-	-	2,288	-	665,878
Buffalo (a)	312,677	33,753	-	36,000	-	-	-	382,430
California, Berkeley (a)	775,944	173,121	20,803	9,657	132	2,284	152,875	1,134,816
California, L.A. (a)	696,499	84,586	-	19,088	67,705	39,209	11,071	918,158
Case Western Reserve	502,994	53,251	2,829	59,378	-	45,324	267,940	931,716
Catholic (a)	780,261	108,589	408,524	37,500	27,463	-	19,713	1,382,050
Chicago (b)	-	59,784	-	171,963	-	-	4,133	235,880
Clarion	282,286	68,094	19,391	20,893	-	-	83,012	473,676
Columbia	567,646	141,430	-	312,230	27,000	-	-	1,048,306
Dalhousie (a)	377,016	34,445	-	27,300	4,113	-	8,264	451,138
Denver	619,388	139,499	-	173,342	101,241	-	-	1,033,470
Drexel (c)	-	-	-	-	-	-	-	-
Emory (a)	311,868	21,574	-	217,606	5,146	26,751	-	582,945
Florida State	677,554	51,736	-	70,063	-	26,000	-	825,353
Hawaii	328,650	43,319	785	-	-	-	-	372,754
Illinois (a)	634,669	73,332	131,790	120,130	-	-	92,573	1,052,494
Indiana	692,029	55,820	-	139,011	-	-	-	886,860
Iowa	267,849	33,497	-	17,300	10,158	-	-	328,804
Kent (a)	447,940	140,233	-	38,292	33,088	-	-	659,553
Kentucky (a)	518,723	38,193	2,573	133,038	10,000	-	-	702,527
Long Island (a)	424,573	35,331	1,070	32,289	-	-	3,246	496,509
Louisiana	306,106	57,930	19,443	35,550	-	-	-	419,029
Maryland	848,928	79,498	-	74,830	34,260	18,186	-	1,055,702
McGill (a)	384,658	53,930	-	10,470	427	-	876	450,361
Michigan (a)	654,782	99,280	-	400,074	9,998	-	15,030	1,179,164
Minnesota (a)	208,017	12,391	2,736	13,500	-	-	-	236,644

Table IV-12 (continued)

TOTAL EXPENDITURES, MEMBER SCHOOLS, 1983/84

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Missouri	$375,806	$ 60,300	$ 1,865	$ 65,966	-	-	$ 88,579	$ 592,516
Montreal	591,951	132,343	5,907	47,254	-	-	24,741	802,196
North Carolina (a)	803,893	93,076	-	44,479	-	-	133,111	1,074,559
North Carolina Central	349,951	18,691	-	32,047	$ 7,500	$41,769	-	449,958
North Carolina-Gr'nsboro	203,788	6,200	10,000	-	-	-	-	219,988
North Texas	408,779	25,284	-	29,467	-	-	3,085	466,615
Northern Illinois	278,768	15,505	3,145	-	-	-	-	297,418
Oklahoma (a)	363,027	22,701	9,900	1,300	-	-	-	396,928
Peabody	245,369	60,529	3,000	56,870	12,475	-	-	378,243
Pittsburgh (a)	2,250,209	243,081	15,584	79,994	1,775	-	83,061	2,673,704
Pratt (a)	315,245	64,430	-	35,943	-	-	-	415,618
Queens	337,412	7,078	-	17,000	50,000	9,500	-	420,990
Rhode Island	274,753	21,696	-	-	-	-	-	296,449
Rosary (a)	303,874	37,974	-	15,000	1,625	-	44,743	403,216
Rutgers (a)	1,034,856	31,043	-	39,801	21,000	-	-	1,126,700
St. John's	353,352	26,910	5,200	29,800	1,196	-	-	416,458
San Jose State	211,424	12,689	-	15,400	-	508	-	240,021
Simmons (a)	653,482	201,756	4,500	96,799	19,773	43,555	2,764	1,022,629
South Carolina (a)	389,798	110,780	1,000	26,500	7,255	13,248	-	548,581
South Florida	342,635	17,519	-	27,984	10,100	-	-	398,238
Southern California (a)	371,258	33,507	-	23,293	-	31,507	-	459,565
Southern Connecticut	373,132	39,140	-	32,079	-	3,201	-	447,552
Southern Mississippi	377,946	54,703	4,670	63,250	62,916	-	63,398	626,883
Syracuse	663,816	137,659	113,931	126,533	14,202	17,660	-	1,073,801
Tennessee	327,709	26,279	182,981	500	3,400	-	8,968	549,837
Texas (a)	866,345	82,320	-	15,671	19,106	-	-	983,442
Texas Womans (a)	481,670	41,296	5,350	35,424	-	422	-	564,162
Toronto (a)	1,426,911	147,100	-	8,817	-4,500	52,624	-	1,630,952
Washington	406,587	56,052	4,392	54,988	14,285	-	1,000	537,304
Wayne State (a)	186,457	10,193	-	45,683	-	-	-	242,333
Western Ontario (a)	1,246,751	151,277	55,000	190	1,260	101,957	573	1,557,008
Wisconsin, Madison	664,190	45,365	12,312	48,240	-	32,669	8,718	811,494
Wisconsin, Milwaukee	359,168	45,847	-	65,152	152	6,667	-	476,986

(a) Income not equal to expenditures reported
(b) Data not used in narrative summary
(c) Data not reported

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-12A indicates the 42 schools reporting these additional benefits and the amount accruing from them.

Table IV-12a

INSTITUTIONAL BENEFITS

Alabama	$ 33,569
Albany	6,900
Alberta	22,015
Arizona	85,300
Atlanta	110,712
Ball State	6,358
Brigham Young	17,000
British Columbia	169,620
Buffalo	46,600
California, Berkeley	63,190
California, L.A.	-
Case Western Reserve	-
Catholic	92,418
Chicago	-
Clarion	170,000
Columbia	179,957
Dalhousie	10,000
Denver	-
Drexel	-
Emory	19,275
Florida State	-
Hawaii	12,155
Illinois	-
Indiana	-
Iowa	61,541
Kent	-
Kentucky	93,628
Long Island	-
Louisiana	136,186
Maryland	26,800
McGill	95,645
Michigan	70,626
Minnesota	51,000
Missouri	-
Montreal	-
North Carolina	$314,924
North Carolina Central	14,298
North Carolina-Gr'nsboro	-
North Texas	96,351
Northern Illinois	18,109
Oklahoma	2,200
Peabody	-
Pittsburgh	733,834
Pratt	-
Queens	20,000
Rhode Island	-
Rosary	44,743
Rutgers	210,000
St. John's	115,500
San Jose State	-
Simmons	121,542
South Carolina	6,321
South Florida	17,629
Southern California	1,200
Southern Connecticut	-
Southern Mississippi	32,000
Syracuse	-
Tennessee	25,000
Texas	95,171
Texas Womans	10,837
Toronto	-
Washington	-
Wayne State	-
Western Ontario	-
Wisconsin, Madison	-
Wisconsin, Milwaukee	62,150

The benefits continue to fall into three major categories: computing assistance, student aid (including tuition remissions, work-study, and library assistantships), and library funds. Other areas mentined included fringe benefits, membership dues, catalog publication, space renovation, furnishings, and AV instructional support.

Associate Schools

Although seven of the associate schools returned survey forms, income figures were provided by only four schools and expenditure figures by only five. The income and expenditure figures are presented in Tables IV-13 and IV-14. No attempt has been made to analyze them.

Table IV-13

SOURCES OF INCOME OF ASSOCIATE MEMBERS, 1983/84

School	Parent	Federal	Other	Total
Bridgewater	—	—	—	—
Emporia Kansas	$486,397	$6,037	$ 6,375	$498,809
Kutztown	—	—	—	—
Sam Houston	285,994	—	13,580	299,574
Shippenburg	75,258	—	200	75,458
Western Maryland	—	—	—	—
Western Michigan	289,653	—	9,918	299,571

Table IV-14

TOTAL EXPENDITURES, ASSOCIATE MEMBERS, 1983/84

School	Salaries	Teaching	Library	Research	Student Aid	CE	Other	Total
Bridgewater	—	—	—	—	—	—	—	—
Emporia Kansas	$411,397	$31,230	$33,121	$ 3,000	$19,936	$ 7,254	$ 2,062	$508,000
Kutztown	100,617	2,250	—	—	9,205	—	—	112,072
Sam Houston	264,730	22,700	—	—	15,500	—	—	302,930
Shippenburg	69,167	2,651	—	—	3,440	200	—	75,458
Western Maryland	—	—	—	—	—	—	—	—
Western Michigan	233,294	28,318	—	—	30,966	2,932	17,773	313,283

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities and the management of them for the 1983-84 year. Events which were designed and offered primarily for practicing information professionals are reported. Programming which was offered as part of a degree program is not included. This information is reported in the curriculum section. For purposes of this report, events offered by schools which have indicated that all their regular courses are available as continuing education are not included.

Of the 66 library and information education programs holding ALISE institutional membership as of January 1, 1985, 64 schools reported to this section of the questionnaire. The reply rate (97 percent) is a 4 percent increase over the previous year's response. Two schools, Chicago and Long Island did not respond to the questionnaire. Of the 64 schools which responded, 55 schools (86 percent) offered continuing education events during the reporting year. This represents a drop of approximately 10 percent in the number of schools reporting continuing education activities.

To survey the ALISE Associate Member institutions a request for data was sent to each of the 26 schools holding associate membership in ALISE in 1985. Responses were received from 8 schools (26 percent)--a 4 percent decrease in response rate over the previous year.

Table V-1 lists by school the number of continuing education events offered during the 1983-84 year, the total clock hours of instruction and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 64 Reporting ALISE Member Schools, 1983-84

School	Number of Events	Clock Hours	Enrollment
Alabama			
Albany	2	14	116
Alberta	18	18	
Arizona	4	6	80
Atlanta			
Ball State	8	120.75	316

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 64 Reporting ALISE Member Schools, 1983-84 cont'd.

School	Number of Events	Clock Hours	Enrollment
Brigham Young	1	50	99
British Columbia	16	74	450
Buffalo	15	68.5	474
California - Berkeley	15	38	490
California - Los Angeles	*	*	*
Case Western Reserve			
Catholic	4	194	109
Chicago NO RESPONSE			
Clarion	8	33	450
Columbia	23	437.5	242
Dalhousie	25	41	1180
Denver	1	34	92
Drexel	12	83	368
Emory	15	135	528
Florida State	8	114	345
Hawaii	7	64	165
Illinois	1	14	35
Indiana	2	10	18
Iowa	7	30	515
Kent			
Kentucky	17	126	801
Long Island NO RESPONSE			
Louisiana	2	11	192
Maryland	5	101	193
McGill	38	245.5	407
Michigan	14	104	295
Minnesota			

* Missing or unusable data

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 64 Reporting ALISE Member Schools, 1983-84 cont'd.

School	Number of Events	Clock Hours	Enrollment
Missouri	9	9	225
Montreal	2	12	75
North Carolina - Chapel Hill	10	12	285
North Carolina Central	4	25	300
North Carolina-Greensboro	7	42	210
North Texas			
Northern Illinois	7	24	186
Oklahoma			
Peabody Vanderbilt	2	24	165
Pittsburgh	24	83	666
Pratt	7	70	59
Queens			
Rhode Island	*	*	*
Rosary	8	60	137
Rutgers	13	217.5	344
St. Johns	10	21	650
San Jose			
Simmons	7	58.5	313
South Carolina	9	60	131
South Florida	11	327	598
Southern California			
Southern Connecticut	3	6	190
Southern Mississippi	14	256	1067
Syracuse	2	16	450
Tennessee	7	38.5	167
Texas	11	61.75	885
Texas Woman's	5	7	280
Toronto	15	148	585
Washington	34	496	966

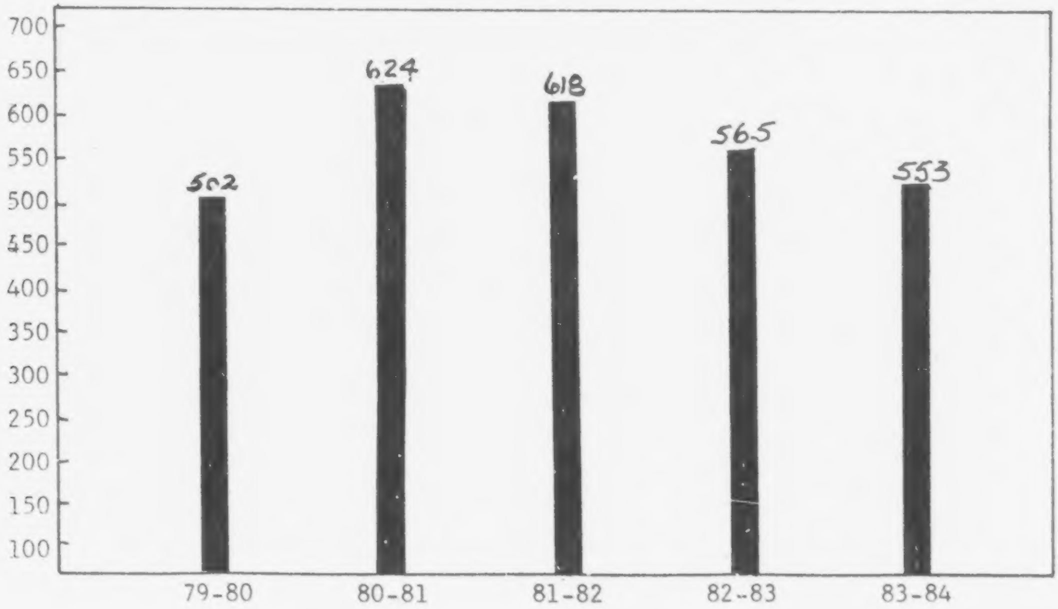
*Missing or unusable data

Table V-1: Number, Duration and Enrollment of Continuing Education Events in 64 Reporting ALISE Member Schools, 1983-84 cont'd.

School	Number of Events	Clock Hours	Enrollment
Wayne State	1	8	200
Western Ontario	5	25	137
Wisconsin-Madison	44	258	916
Wisconsin-Milwaukee	12	58	305
TOTALS	553	4587.5	18,552

Table V-2 is a comparison of the number of continuing education events form 1979-80 through 1983-84. The level of activity has decreased in 1983-84 by 2 percent over the previous year.

Table V-2: Five-year Comparison of Number of Continuing Education Events offered by ALISE Member Schools



In summary form, Table V-3 compares the total continuing education activity by type with the total hours of instruction and total enrollments. Fifty-two schools (78 percent) reported a total of 553 continuing education activities occupying 4587.5 hours of instruction to a total enrollment of 18,552. This represents a 2 percent decrease in the number of activities over 1982-83; a decrease of 12.5 percent in the number of hours of instruction; and a 19 percent decrease in total enrollment. As in previous years, the workshop format was used by more schools than any other. Institute, symposium, conference and forum and colloquium/lecture formats were used by almost the same number of schools (26 and 24 respectively). A comparison of the last five years is provided in Table V-5.

Table V-3 also includes information concerning the location of continuing education instruction. A total of 437 events were held on campus; a total of 106 events were held off-campus; and a total of 10 events were delivered by alternative methods of instruction. Alternative methods reported included "telecourse" (Washington) and "telecommunications" (Wisconsin-Madison). From these data it appears that most continuing education instruction is provided on-campus.

TABLE V-3: Summary of Number, Duration, Enrollment and Location of Continuing Education Events in ALISE Member Schools, 1983-84

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enrollment	No. Held On-Campus	No. Held Off-Campus	No. Delivered by Alternate Methods
Institute Symposium Conference Forum	26	64	1108	5410	51	13	
Workshop	37	197	1538.5	5637	141	59	
Seminar	12	31	312	691	15	16	
Colloquium/ lecture	24	184	241	4815	180	4	
Short Course	11	68	1312	1697	49	9	10
Tutorial	1	8	50	270			
Other	1	1	26	32	1		
TOTALS		553	4587.5	18,552	437	106	10

Looking specifically at a comparison of types of events, one sees in Table V-4 the distribution of the number offered over the types of events. The category of workshops, representing 35 percent of the total, and colloquia representing 33 percent of the total are substantially higher than the other categories. This distribution has remained constant over the last few years. Further, almost twice as many schools offered workshops and colloquia than other types of continuing education events. Ranges, means and medians are provided in Table V-4.

TABLE V-4: Summary of Continuing Education Events by Type of Activity in ALISE Member Schools, 1983-84

Type of Event	No. of Schools Reporting	No. Held	Range per Institution	Mean No. per Institution	Median No. per Institution
Institute Symposium Conference Forum	26	64	1-7	2.46	2
Workshop	37	197	1-32	5.32	3
Seminar	12	31	1-9	3.58	2.58
Colloquium/ lecture	24	184	1-22	7.66	1
Short Course	11	68	1-23	4.18	6.18
Tutorial	1	8	1		
Other	1	1	1		

Table V-5, which compares five years of data, shows a decrease in the level of activity over the last three years in most categories. Colloquia/lecture and short courses showed increases in 1983-1483 over 1982-1983 (12 and 20 percent increases respectively). However, these increases are not enough to offset the decreases in other categories resulting in a 3 percent over-all decrease in 1983-84 activity over the previous year and a 12 percent decrease from the peak year 1980-1981.

TABLE V-5: Five-year Comparison of Number of Continuing Education Events by Type of Event in ALISE Member Schools

Type of Event	No. of Schools Reporting					No. of Activities Held				
	79-80	80-81	81-82	82-83	83-84	79-80	80-81	81-82	82-83	83-84
Institute Symposium Conference Forum	48	54	48	25	26	117	161	121	70	64
Workshop	41	44	50	44	37	170	170	239	209	147
Seminar	19	18	15	15	12	33	52	64	58	31
Colloqium/lecture	19	26	27	24	24	83	141	123	163	184
Short Course	19	23	18	13	11	68	67	53	55	68
Tutorial					1					8
Other	5	11	4	5	1	31	33	18	10	1
TOTAL						502	624	618	565	553

Table V-6 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education event. As in previous years, workshops occupied the largest single amount of hours for workshops, 1538.5, ranged from 2 hours per school to 224 hours. Similar ranges can be seen for other categories of events.

TABLE V-6: Summary of Number of Hours of Continuing Education Instruction by Type of Event in ALISE Member Schools, 1983-84

Type of Event	No. of Schools Reporting	Total Hours	Range	Mean No. Per Institution	Median No. Per Institution
Institutes Symposium Conference Forum	26	1108	3-178	42.6	21.5
Workshop	37	1538.5	2-224	41.5	18
Seminar	12	312	2-152	26	10
Colloquium	24	241	3-22	10	7.5
Short Course	11	1312	15-437	119.2	48
Tutorial	1	50			
Other	1	26			

Table V-7 provides information on enrollment totals and ranges, as well as mean and median enrollments per institution. Workshops again showed the highest enrollment of 5637 (30 percent) of the total. However, this is a decrease of 1377 hours (19 percent) over 1982-83 enrollments. Individual school enrollment totals are provided in Table V-1.

TABLE V-7 Summary of Continuing Education Enrollment by Type of Event in ALISE Member Schools, 1983-84

Type of Event	No. of Schools Reporting	Total Enrol.	Range	Mean Enrol. Per Institution	Median Enrol. Per Institution
Institutes Symposium Conference Forum	26	5410	35-792	208	140
Workshops	37	5637	10-862	152.3	97
Seminars	12	691	7-118	57.5	59.5
Colloquium	24	4815	23-1050	200.6	172.5
Short Course	11	1697	10-571	154.2	50
Tutorial	1	270			
Other	1	32			

Table V-8 provides comparison of enrollment by type of activity for the last five years. The total enrollment for most categories has decreased for the second year in a row (19 percent) over 1982-83. Short courses doubled and tutorial appeared for the first time. All other cateogries were noticeably lower in 1983-84 than in the previous year.

TABLE V-8: Five year Comparison of Continuing Education Enrollments by Type of Event, 1979-1984

Type of Event	79-80	80-81	81-82	82-83	83-84
Institute Symposium Conference Forum	6919	9398	9998	5519	5410
Workshop	6688	5106	8138	7014	5637
Seminar	1161	2095	1556	2679	691
Colloquium	3032	4115	2882	6306	4815
Short Course	1010	1252	1086	863	1697
Tutorial					270
Other	1801	1337	597	319	32
TOTALS	20,611	23,303	24,247	22,700	18,552

Table V-9 plots the total enrollments for five years for ease of comparison. The rate of growth in enrollments was about the same for the first three years of the period. The fourth year had only a modest increase and the fifth year (1982-83) enrollments dropped below the 1980-81 level and the current level has further dropped.

TABLE V-9: Five-year Comparison of Continuing Education Enrollments

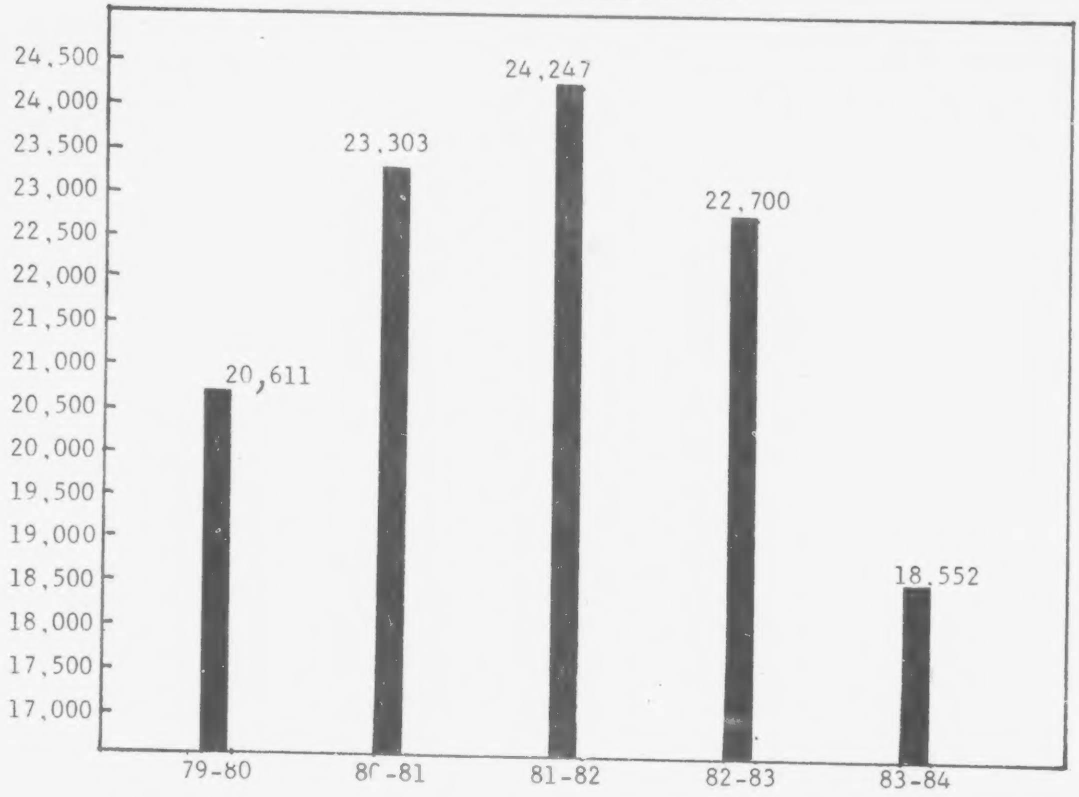


Table V-10 provides data on CEU's* which were available and awarded. Of the schools reporting, 22 (40 percent) indicated that CEU's were available for at least some of their continuing education offerings. A total of 111 events offered CEU's; a total of 6136** CEU's were awarded.

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*Continuing Education Unit (CEU)-Ten contact hours of participation in an organized continuing education experience udner responsible sponsorship, capable direction and qualified instruction.

**A conservative figure since some data was unreported or unusable.

TABLE V-10: Number of Programs Offering CEU's and Number of CEU's Awarded in 22 ALISE Member Schools, 1983-84

School	Institutes Symposium Conference Forum		Workshop		Seminar		Colloquium		Short Courses		Tutorials		Other	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Ball State			1	.5										
Brigham Young			1	2										
Buffalo			15	6.85										
Catholic			1	*										
Denver	1	60												
Illinois	1	*												
Iowa	2	78.6												
Kentucky	3	76			3	26	1	12			6	94		
Louisiana			1	*										
Michigan	1	15	1	37										
N. Carolina Cent.	2	15												
Pratt					7	59								
Rosary			8	68.5										
Rutgers			1	5					9	259.5				
St. Johns	1	*												
Simmons	6	303	1	10										
South Carolina			6	47.5										
South Florida	1	148												
Texas			10	513										
Wayne State			1	26										
Wisconsin-Mad.			3	158.4	9	1748			7	2284			1	83.2
Wisconsin-Mil.														
TOTALS CEU's AWARDED	18	695.6	50	874.75	19	1833	1	12	16	2543.5	6	94	1	83.2

Column 1 = Total No. Programs which offered CEU's   Column 2 = Total No. CEU's awarded   * = Missing/unusable data

The following 20 schools (36 percent) have indicated that CEU's were not awarded as a matter of institutional policy.

- Alberta
- Arizona
- British Columbia
- Case Western Reserve
- Columbia
- Dalhousie
- Emory
- Hawaii
- McGill
- Montreal
- Oklahoma
- N.C. Greensboro
- Pittsburgh
- Rhode Island
- S. Mississippi
- Syracuse
- Texas Woman's
- Toronto
- Washington
- Western Ontario

Thirteen schools (23 percent) did not award CEU's during the reporting year.

- Albany
- California-Berkeley
- California-Los Angeles
- Clarion
- Drexel
- Florida State
- Kent
- Maryland
- North Carolina
- North Carolina-Greensboro
- Northern Illinois
- Peabody Vanderbilt
- Tennessee

For the second time this year, information was collected on credit courses which were designed and taught specifically for practitioners who were not enrolled in any degree program. Table V-11 provides a summary of this activity. Fifteen schools (27 percent) offered a total of 94 courses ranging from one to 3 credit hours and lasting from one day to seven weeks in length. These courses had a total enrollment of 1722. Most of the courses - 75 (79 percent) -- were held on campus; 17 (18 percent) were conducted off campus and two (2 percent) involved alternative delivery methods and "slow scan delivery" and one "telecourse." Table V-12 gives details for each of the 15 schools reporting continuing education course activity during the reporting year.

Since data on credit courses offered for continuing education have been collected only once prior to the current year, there is an insufficient time span for meaningful comparison or to detect trends in this type of activity. Moreover data on credit courses have been most included in other parts of this report.

TABLE V-11: Summary of Credit course Offerings for Continuing Education in 15 ALISE Member Schools, 1983-84

Credit Activity	1 credit hour	1.5 credit hours	2 credit hours	3 credit hours	Total enrol.	No. held on campus	No. held off campus	No. delivered by alternative methods (Specify)
1-2 Wk. short course	14		8	8	904	25	5	
3-4 wk. short curse				11	136	10	1	
5-6 wk. course				4	62	4		
7+ wk. course			2	31	274	24	8	1 (slow scan delivery
evening				7	89	7		
weekend	3	1		4	207	5	3	
tutorial								
other:				1	50			1 (telecourse)
TOTALS:	17	1	10	66	1722	75	17	2

TABLE V-12: Credit Course Offerings for Continuing Education in 15 ALISE Member Schools, 1983-1984

School	Type of Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3+ Credit Hour	Total Enroll-ment
Albany	1-2 wk.	2				87
Dalhousie	3-4 wk.				1	17
Denver	7+ wk.				17	113
Iowa	weekend	1				49
Kent	1-2 wk.	2		8		446
Maryland	5-6 wks.				1	12
Michigan	1-2 wk.	4				132
NC-Greensboro	1-2 wk.	6				48
Northern Ill.	weekend	1				43
Rutgers	7+ wk.			2	10	109
Mississippi	1-2 wk.				5	137
	5-6 wk.				3	35
Syracuse	weekend				1	20
Texas Womans	5-6 wk.				1	15
Washington	1-2 wk.				3	54
	7+ wk.				2	19
	weekend	2			2	87
	telecourse				1	50
Wisconsin-Madison	3-4 wk.				8	113
	7+ wk.				2	33
	evening				7	89
	weekend				1	8

Table V-13 summarizes the percentage distribution of continuing education activities by geographical target groups. Twenty (34 percent) of the reporting schools designated 76-100 percent of their total continuing education programming to local audiences. Twelve schools devoted the same percentage to state, regional or national audiences. From the perspective of the total continuing education activities, 59 percent of all events in the US and Canada was aimed primarily at local audiences; 26 percent to state or province audiences; 9 percent to regional and 5 percent to national audiences.

Table V-14 provides the percentage distribution of continuing education activities by geographical target groups for each school.

TABLE V-13: Summary of Geographic Target Groups for Continuing Education Events, 1983-84

Target Group	Number of Schools			
	1-25%	26-50%	51-75%	76-100%
Local	11	6	6	20
State/Province	16	7	5	6
Regional	26	3	2	0
National	19	0	0	1

Table V-14: Geographic Target Groups for Continuing Education Events in 56 ALISE Member Schools, 1983-84

School	% Local	% State/ Province	% Regional	% National
Albany	80	10	10	
Alberta	90		10	
Arizona	100			
Ball State	85	15		
Bringham Young		75	25	
British Columbia	70	25	4	1
Buffalo	90	10		
California-Berkeley	80			20
California-Los Angeles	85	15		
Catholic	75		15	10

Table V-14: Geographic Target Groups for Continuing Education Events in 58 ALISE Member Schools, 1983-84, cont'd.

School	% Local	% State/ Province	% Regional	% National
Clarion	100			
Columbia		27	53	18
Dalhousie	85	10	5	
Denver	80		20	20
Drexel	80		20	
Emory information unavailable				
Florida State	20	30	30	20
Hawaii	100			
Illinois				100
Indiana		100		
Iowa	40	50	10	
Kent	15	80	3	2
Kentucky	50	25	20	5
Louisiana		90	10	
Maryland	79	10	10	1
McGill	100			
Michigan	45	44	10	1
Missouri	100			
Montreal	100			
North Carolina-Chapel Hill	90	10		
North Carolina-Central	20	77	2	1
North Carolina-Greensboro	50	50		
Northern Illinois		100		
Oklahoma	75	25		
Peabody-Vanderbilt	15	35	25	25
Pittsburgh	80	10	5	5
Pratt	70		30	
Rhode Island	70		30	
Rosary	100			

Table V-14: Geographic Target Groups for Continuing Education Events in 58 ALISE Member Schools, 1983-84, cont'd

School	% Local	% State/ Province	% Regional	% National
Rutgers	45	45	10	
Simmons	77	21	2	
South Carolina	20	70	10	
South Florida	40	50	5	5
Southern Connecticut	100			
Southern Mississippi	10	60	20	10
Syracuse	50	35	10	5
Tennessee	90	10		
Texas	9	91		
Texas Woman's	25		75	
Toronto	90	8		2
Washington	95	4	1	
Wayne State	95			
Western Michigan	100			
Western Ontario	20	60	20	
Wisconsin-Madison	15	63	20	2
Wisconsin-Milwaukee	83	8	7	2

The responses to the question regarding financial support of continuing education activities in individual schools are provided in Table V-16. The primary source of finanical support appears to be from fees. Twenty schools indicated that at least 76 percent of their support was from this source. A summary of the financial support data is provided in Table V-16.

Table V-15: Summary of Sources of Financial Support for Continuing Education, 1983-84

	Number of Schools by Percent of Support			
	1-25%	26-50%	51-75%	76-100%
Institutional	7	9	4	10
Federal Funds		1	1	
Fees	4	5	3	20
Contracts & Grants (Other than Federal	5	1	1	2
Other	5	1		

Table V-16: Sources of Financial Support for Continuing Education, 1983-84

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Albany	60		40		
Alberta	100				
Arizona	100				
Ball State	100				
Brigham Young			100		
British Columbia			90	10	
Buffalo			90		10 (Co-Sponsoring Agencies)
California-Berk.	50	30	20		
California-L.A.			85	15	
Catholic	100				
Clarion				100	
Columbia			100		
Dalhousie	50		50		
Denver			100		
Drexel	20		80		
Emory	25		75		
Florida State				80	20
Hawaii			85		15
Illinois			100		
Indiana	50		50		
Iowa	15		85		
Kent	45		55		
Kentucky	55		45		
Louisiana			100		
Maryland	60		40		
McGill	100				
Montreal	50		50		
N.C.-Chapel Hill	100				
N.C.-Central		70	10	10	10 (Endowment)

Table V-16. Sources of Financial Support for Continuing Education, 1983-84, cont'd.

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
N.C.-Greensboro			100		
Northern Illinois	40		60		
Peabody-Vanderbilt			25	75	
Pittsburgh			90		10 (Endowment)
Pratt	100				
Rhode Island			100		
Rosary			100		
Rutgers	50		50		
St. Johns	80		20		
Simmons			100		
South Carolina	20		80		
South Florida	80		20		
South. Connecticut	100				
South. Mississippi			95	5	
Syracuse	25		75		
Tennessee	60		40		
Texas	45		55		
Texas Woman's	100				
Toronto			100		
Washington			50	50	
Wayne State	5		95		
Western Michigan	75			25	
Western Ontario			100		
Wisconsin-Madison	50		50		
Wisconsin-Milwaukee	25		40		35 (Sponsoring Organization)

As Table V-17 shows, a total of 51 (94 percent) schools negotiated compensation for at least some of their continuing education instruction. This method was used most often for compensating outside instructors. Twenty-seven (50 percent) schools included continuing education instruction as part of the teaching load of its faculties.

Table V-17: Summary of Methods of Determining Compensation for Continuing Education Program Faculty in ALISE Member Schools, 1983-84

Method of Compensation	Number of Schools		
	School's Own Faculty	Outside Instructors	Total
Negotiated	19	32	51
Flat Fee	10	18	28
Formula	3	3	6
Part of teaching load	27	NA	27

Table V-18 provides detailed information on compensation methods for individual schools.

Table V-18: Methods of Determining Compensation for Non Credit Continuing Education Faculty in ALISE Member Schools, 1983-84

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Fac	Outside Instruc.	
Albany		x		x			x
Alberta				x			x
Ball State							x
Brigham Young			x	x			
British Columbia		x		x			x
Buffalo	x	x					
California-Berkeley				x			x
California-Los Angeles	x			x			
Catholic	x	x					
Clarion		x					x
Columbia	x	x					
Dalhousie		x					x
Denver						x	x
Drexel		x	x				
Emory		x	x	x			x
Florida State	x	x	x	x			
Hawaii	x	x					
Illinois				x			x
Indiana	x						
Iowa		x					x
Kent							

Table V-18: Methods of Determining Compensation for Non Credit Continuing Education Faculty in ALISE Member Schools, 1983-84, cont'd.

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instruc.	Own Fac.	Outside Instruc.	
Kentucky		x	x				
Louisiana State		x					x
Maryland		x			x		x
McGill							
Michigan	x	x	x	x			x
Montreal				x			
North Carolina-Chapel Hill		x					x
North Carolina-Central		x					x
North Carolina-Greensboro	x	x					
Norhtern Illinois	x		x				x
Oklahoma							
Peabody-Vanderbilt	x	x					x
Pittsburgh	x	x					
Pratt			x	x	x	x	
Rhode Island		x					x
Rosary		x	x				
Rutgers	x	x					
St. Johns				x			x
Simmons					x	x	
South Carolina		x	x				
South Florida	x	x					

Table V-18: Methods of Determining Compensation for Non Credit Continuing Education Faculty in ALISE Member Schools, 1983-84, cont'd.

School	Negotiated		Flat Fee		Formula		Part of Teaching Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instruc.	Own Fac	Outside Instruc.	
Southern Connecticut				x			
Southern Mississippi		x		x			x
Syracuse	x	x					x
Tennessee			x	x			
Texas		x					x
Texas Woman's				x			
Toronto	x	x					
Washington	x	x					
Wayne State							x
Western Ontario							x
Wisconsin-Madison	x	x					x
Wisconsin-Milwaukee		x					x

Table V-18-a shows teacher compensation methods for credit Continuing Education courses. Of the Schools reporting such courses the "flat fee" method and "part of teaching load" seem to be the predominate ways of compensating instructors.

Table V-18a: Methods of Determining Compensation for Credit Continuing Education Faculty in ALISE Member Schools, 1983-84.

School	Negotiated		Flat Fee		Formula		Part of Teaching Service Load
	Own Fac.	Outside Instruc.	Own Fac.	Outside Instruc.	Own Fac.	Outside Instruc.	
Albany				x			
Dalhousie				x			x
Denver						x	x
Iowa		x					x
Kent					x	x	
Maryland					x		
Michigan			x	x			x
NC-Greensboro			x				
North. Illinois	x		x				
Rutgers			x	x			x
S. Mississippi		x	x	x			x
Syracuse		x					x
Texas Woman's					x		
Washington			x	x			
Wisconsin-Madison					x	x	
TOTALS	1	3	6	6	4	3	7

Most schools continue to use their own faculties and information practitioners as the primary sources of instructional personnel for continuing education. On the scale of 1-5, 21 schools ranked this category at "4" or "5". Twenty-eight schools ranked the information practitioners at "4" or "5". Forty (74 percent) reported that they did not use other faculty either in library and information science or in other fields. Although the number of schools indicating the use of visiting library and information science faculty is low (13), this represents a 47 percent increase over the previous year. A summary of the responses is provided in Table V-19. Table V-20 provides these data for individual schools.

Table V-19: Summary of Sources of Faculty for Continuing Education Instruction, 1983-84

	Number of Schools				
Source of Instructor	Not at all 1	2	3	4	To a great extent 5
Own Library/Information Science Faculty	2	13	15	9	12
Visiting Library/Information Science Faculty	19	7	9	8	5
Other Faculty in Own Institution	22	11	7	0	0
Other Faculty from Other Institution	18	10	10	0	2
Information Practitioners	2	6	8	13	15
Other	0	1	4	0	8

Table V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1983-84

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty from Other Inst.	Library/Info. Science Practitioners	Other
Albany	3	1	1	1	4	
Alberta	4	1	2	2	5	
Arizona	5	1	1	1	1	
Ball State	4				2	
Brigham Young		4	3	3		
British Columbia	3	3	2	1	4	
Buffalo	2	4			4	
California-Berkeley	3	3		2	4	
California-Los Angeles	5	4	3	3	5	
Catholic	4	1	1	1	2	
Clarion	3	5				
Columbia	2	2	1	3	5	
Dalhousie	2	4	1	2	5	
Denver	3	1	1	1	4	3(Book Dealer 5(Technology Experts)
Drexel	2	2				
Emory	2	1	2	3	4	5(Dialog. Traines)
Florida State	5	1	1	2	4	
Hawaii	4	1	1	1	1	

SCALE: (Not at All) 1-5 (To a Great Extent)

Table V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1983-84, cont'd.

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty from Other Inst.	Library/Info. Science Practitioners	Other
Illinois	3	1	3	3	4	
Indiana	5					
Iowa	5	4	2	2	5	5 (Authors
Kent	2	1	2			3 (Independent Consult.)
Kentucky	4	4	1	1	2	
Louisiana	1	1	1	5	1	5 (Authors)
Maryland	5	2	1	1	3	
McGill		3	1		3	5
Michigan	3	1	1	1	2	5 (Business Consultant)
Montreal	2	3	1	1	4	
N.C. Chapel Hill	2	5	1	1	3	
N.C. Central	2	3		3	4	
N.C.-Greensboro	4	3		3	4	
Oklahoma	5				2	
Peabody Vanderbilt	5				5	
Pittsburgh	4	3	3	2	4	
Rhode Island	2	5	2	2	5	
Rosary	3	1	3	1	4	
Rutgers	2	1	2	2	5	
St. Johns	3	1	1	2	5	
Simmons	3	2	1	1	4	

Table V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1983-84, cont'd.

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty from Other Inst.	Library/Info. Science Practitioners	Other
South Carolina	5	1	1	1	5	
South Florida	5	3	3	2	3	
Southern Connecticut	1	5			5	
Southern Mississippi	5	2	2	3	3	3 (Specialists)
Syracuse	4	3	1	1	3	
Tennessee	3	2	2	1	2	5 (Vendors)
Texas	2	2	1	3		
Texas Woman's	3	4	1	1	3	
Toronto	3	5	1	1	5	2 (Doctoral Students)
Washington	3	1			4	3 (Consultants)
Wayne State	3	4	3	3	3	
Western Ontario	5					
Wisconsin-Madison	4	1	2	5	5	5 (Consultants)
Wisconsin-Milwaukee	2	1	2	1	5	

Table V-21 shows that 25 schools (46 percent) indicated that they used a school coordinator to manage continuing education programs. In previous years this method represented the single largest group. In 1983-84, the dean or director assumed this role in 31 (57 percent) of the schools thus making it the largest category for the current year. Other methods are noted in Table V-22.

Table V-21: Summary of Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1983-84

Method of Administration and Coordination	No. Schools	Percent
Library School Coordinator	25	46
University Office of Continuing Education	14	25
Faculty Committee	15	27
One Faculty Member Assumes	15	27
Faculty Rotate	6	11
Dean or Director	31	57

Table V-22 provides detailed responses on the management question for individual schools reporting.

Table V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1983-84

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Faculty Member	Faculty Rotate	Dean/ Dir-ector
Albany						x
Alberta				x		
Arizona		x				
Ball State			x			
Brigham Young				x		
British Columbia	x		x		x	x
Buffalo	x					
Calif.-Berkeley						x
Calif.-Los Angeles	x					x

Table V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1983-84, cont'd.

School	School Coordinator	University Office of Cont. Ed.	Faculty Committee	One Faculty Member	Faculty Rotate	Dean/ Director
Catholic	x	x				
Clarion			x	x		
Columbia	x					
Dalhousie			x			x
Denver	x					x
Drexel	x	x		x		
Emory			x			x
Florida State		x		x		x
Hawaii		x	x			x
Illinois	x	x	x	x		x
Indiana				x		x
Iowa	x	x			x	
Kent	x	x				x
Kentucky	x					
Louisiana State					x	
Maryland						x
McGill			x			
Michigan	x		x			
Missouri						x
Montreal				x		x
N.C. Chapel Hill			x			x
N.C. Central						x
N.C. - Greensboro		x				x
Northern Illinois		x				x
Oklahoma					x	
Peabody Vanderbilt		x				x
Pittsburgh				x		x
Rhode Island			x		x	
Rosary						x

Table V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1983-84, cont'd.

School	School Coordinator	University Office of Cont. Ed.	Faculty Committee	One Faculty Member	Faculty Rotate	Dean/Director
Rutgers				x		
St. Johns		x				x
Simmons	x		x			
South Carolina	x		x			x
South Florida	x	x	x	x	x	x
Southern Connecticut						x
Southern Mississippi	x	x		x		
Syracuse	x					x
Tennessee	x			x		x
Texas	x		x			x
Texas Woman's						x
Toronto	x					
Washington	x					
Wayne State	x					
Western Ontario	x			x		
Wisconsin-Madison	x			x		
Wisconsin-Milwaukee	x					x

Associate Member Schools

Twenty-seven percent (7 schools) of the 26 ALISE Associate Member Schools responded to the 1983-84 questionnaire on Continuing Education. Of these, 3 (11 percent) reported continuing education activities during 1983-84. Table V-23 provides information by school on the number of events held, hours of instruction and enrollments. A total of 37.5 hours of instruction was provided in 9 events to a total enrollment of 225.

Table V-23: Number, Duration and Enrollment of Continuing Education Events in Reporting ALISE Associate Member Schools, 1983-84

School	No. of Events Held	No. Clock Hours	Enrollment
Bridgewater (No activities reported)			
Emporia	5	31.5	148
Kutztown (No activities reported)			
Sam Houston (No activities reported)			
Shippensburg	1		36
Western Maryland (No activities reported)			
Western Michigan	3	6	41
TOTALS	9	37.5	225

Table V-24 reports these data by type of continuing education event.

Table V-24: Summary of Number, Duration and Enrollment of Continuing Education Events in ALISE Associate Member Schools, 1983-84

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. of Clock Hours	Total Enrollment
Institute Symposium Conference Forum	1	4	30	138
Workshop Seminar	1	1		36
Colloquium/Lecture	2	2	4.5	27
Short Course	1	2	3	24
Tutorial				
Other				
TOTALS		9	37.5	225

Of the three schools reporting Emporia and Shippensburg aimed 100 percent of their continuing education activity at local audiences. Western Michigan aimed 100 percent of its activities at a regional audience.

Emporia received 45 percent of its financial support for continuing education from fees, 50 percent from contracts and grants and 5 percent from other sources. Shippensburg received 100 percent from fees while Western Michigan received 75 percent from institutional sources and 25 percent from contracts and grants.

Emporia and Shippensburg reported that they negotiate with their own faculty and with outside instructors to determine compensation for continuing education instruction. Western Michigan uses a flat fee basis for this determination and a formula is used if faculty come from other departments of the University.

All three schools reported that they used their own faculties most often to instruct in continuing education activities. Emporia occasionally used visiting library and information science faculty and practitioners. Western Michigan made moderate use of other faculty within the institution, faculty from other institutions and library and information science practitioners.

Emporia and Western Michigan used a school coordinator to administer their continuing education programs. Western Michigan did so with the assistance of a university office of continuing education. The department chair at Shippensburg assumed this responsibility.

SUMMARY AND COMPARATIVE ANALYSIS

by

Kathleen M. Heim

INTRODUCTION

During 1984-85 650 full-time faculty members at sixty-six ALISE member schools educated 13,370 students (with an FTE count of 7,337.87); oversaw the graduation of 3,886; sponsored 553 continuing education events with enrollments of 18,552; and spent an average of $683,588 per school to do so. This annual "Summary and Comparative Analysis" of the Library and Information Science Education Statistical Report is, by necessity, subjective and impressionistic based, as it is, on one reader's identification of noteworthy facts and figures. Longitudinal comparisons are necessarily imperfect and incomplete due to vagaries of reporting in the current and past years. While trends can be observed, lacunae over the years mitigate statistical exactitude. As have others before me I importune those responsible to respond completely and annually to the request for ALISE statistical information so that these data can be used with confidence over time.

FACULTY

The number of faculty in ALISE member schools continued to decline during this reporting period. The drop in total positions was eight: 650 in 1984-85 as compared to 658 the previous year. The average number of full-time faculty among the 66 schools reporting was 9.85--a decrease of .12 percent. The modal faculty size was 8.

Although the overall gender composition of ALISE member faculties has remained relatively stable over the last five years (ranging from 41.7 percent female in 1980-81 to 42.3 percent in 1984-85) there have been marked increases in the number of women deans and directors (32.3 percent in 1984-85 as compared to 20.3 percent in 1980-81) and of women at the assistant professor level (61.1 percent in 1984-85 as compared to 52.5 percent in 1980-81). It remains to be seen if the growth in numbers of women with appointments at the assistant professor level affects the male dominated tenured ranks--68.8 percent of the professors and 63.8 percent of the associate professors are men.

While male deans and directors are younger than their female counterparts they continue to earn much higher salaries. Over 80 percent of the women deans and directors were 50 or older but as a group their average salary, $45,694, was $11,253 less than the male average of $56,947. However, only 70 percent of the men were over 50. The gender gap is $4,579 more than that reported in 1983 with women deans and directors earning 80 percent of their male colleagues. Reasons for this increasing disparity cannot be determined from the data at hand but one possible explanation is that the increase in women deans and directors who conceivably began their administrative appointments at lower salaries than men in place, has skewed female salaries to lower levels.

The number of new faculty appointments continued to decline over this reporting period. Only 6.3 percent of the faculties were new in 1984-85--the lowest turnover in ten years of collecting these data. The majority of these appointments were at the assistant professor level with an average salary of $24,321--a modest 2.5 percent increase over the average salary paid new assistant professors in 1983-84. Female new assistant professors accounted for the majority at this level (60 percent) but their average salary was still less than their new male colleagues. New men earned an average of $25,277 compared to new women at $23,748--a differential of $1,529.

The average salary of a new assistant professor in 1984-85 ($24,321) is $5,530 more than the average salary paid to new master's degree graduates--$18,791 (as reported by Carol L. Learmont and Stephen Van Houten in "Placement & Salaries 1984," Library Journal, October 1, 1985: p. 59). A comparison of the differential between these two groups demonstrates the trend over time:

	Mean Salary for New Master's Placements*	Mean Salary for New Assistant Professors	Difference Dollar	Percent
1976	$11,149	$15,102	$3,953	(35.5%)
1977	$11,894	$15,115	$3,221	(27.1%)
1978	$12,527	$16,679	$4,152	(33.1%)
1979	$13,127	$17,319	$4,192	(31.9%)
1980	$14,223	$19,146	$4,923	(34.6%)
1981	$15,633	$20,509	$4,876	(31.2%)
1982	$16,583	$22,233	$5,650	(34.1%)
1983	$17,705	$23,722	$6,017	(34%)
1984	$18,791	$24,321	$5,530	(29.4%)

*(Learmont & Van Houten, LJ, Oct. 1, 1985: p. 63.

The differential between new master's placements and new assistant professor placements has never been more than 35.5 percent. However, the closure of this differential over the last three years seems to indicate that the trend to pay new junior faculty at a rate not much higher than new practitioners which has affected other professional fields is beginning to occur in librarian and information science education. The differential is modest when time off to pursue the degree, cost of degree, and pre-doctoral professional experience are factored in to the equation. Administrators should monitor these figures carefully when determining new professor salaries.

For faculty on academic year appointments mean salaries for men exceeded those for women among the 64 schools reporting at all levels except lecturer. The disparity was greatest at the professor level with males averaging

$42,026--$5,014 higher than female professors whose mean salary was $38,012. At the associate level men earned $31,678 compared to women at $31,431 while male assistant professors earned $26,202 compared to $25,753 for women. The highest salary earned by a professor on an academic year appointment was between $64,000 and $64,999. Eighteen earned between $50,000 and $60,000. At the low end of the scale twenty-three assistant professors earned less than $22,000.

Salary improvement for faculty on academic year appointments from 1983-84 to 1984-85 was highest for assistant professors who experienced an average increase of 4.9 percent and lowest for associate professors with a 3.2 percent increase. The increases during this period were the smallest in five years with the exception of the assistant professor level.

Minority representation in the tenure-track ranks declined from 41 in 1984 to 37 in 1985. The number of American Indians increased from 1 to 2 but the number of Asian Americans declined from 11 to 10; the number of Blacks declined from 23 to 21 and the number of Hispanics declined from 6 to 4. This slippage indicates that ALISE members schools are generally losing ground regarding recruitment and promotion of minority faculty members. No American Indians or Asian Americans held administrative posts in 1985 but Blacks had increased their number in top posts to 5 institutions and Hispanics counted one at this rank.

Faculty age did not change a great deal since 1983-84. There was a .5 percent increase in faculty over 55 to 33.7 percent and a .9 percent increase in faculty under 45 to 35.9 percent.

Of 14 promotions in 1984-85 four (two men and two women) were to professor and ten (six men and two women) were to associate professor. This represents the smallest number of promotions over the last five years.

The number of full-time faculty at ALISE member schools with earned doctorates increased slightly to 77.9 percent in 1984-85. More men (80 percent) than women (74.9 percent) had earned the doctorate. Nine schools' faculties all held doctorates while in six schools fewer than 50 percent did so.

Fewer of the faculty held tenure in 1984-85 (64.2 percent) than in the previous five years. Seven schools' faculties were fully tenured and nine were 85 to 89 percent tenured. Slightly more than one-third (36.6 percent) of those tenured are women.

Data on part-time faculty are reported for 1983-84 by term taught. In fall of 1983 the high was 25 part-time faculty at California-Berkeley (6.03 FTE). Most schools employ part-time faculty to some extent with 39 schools employing 2 or fewer (FTE) part-time faculty.

In summary the state of the faculty at ALISE member schools was much the same as analyzed by F. William Summers in 1984. Dean Summers' conclusions remain valid. It is hoped that the second half of the decade will result in changes for the better. The current steady-state general picture is, in the main, unexciting.

STUDENTS

Master's students

Total master's degree enrollment for fall 1984 was 5,562.23 FTE students with 66 schools reporting.* This is an increase of 47.62 over 1983's FTE of 5,514.61--but may not reflect real gains in total enrollment since only 64 schools reported in 1983. The number of students enrolled full-time was only slightly higher in 1984, however, accounting for an increase of only 9. A far greater increase came in students enrolled part-time with 5,259 so classified--an increase of 400 over 1983.

The increase in part-time students cannot be explained from the data at hand. Though several schools offered off-campus courses in 1984 that did not do so in 1983, the actual FTE off-campus enrollment declined. The majority of part-time students seem to be enrolled on main campuses. This trend indicates that future enrollment increases may occur as schools respond to the needs of late-entrants. Fewer than one-third of the male and one-half of the female master's students were under 30 years of age. Flexible scheduling and evening classes may need to be offered if the students of the eighties, in the main, continue to be over 30.

Increases at six southeastern schools of 10 or more FTE over 1983 (Emory, Kentucky, Louisiana, North Carolina-Greensboro, South Florida, and Tennessee) suggest that increased sunbelt population shifts may be affecting enrollment patterns. Of five other programs showing increases of 10 or more FTE, two were in the Midwest (Wisconsin-Madison and Indiana); two in the Northeast (Maryland and Simmons) and one in the West (Brigham Young).

Full-time master's students for whom gender data were provided were 76 percent female and 24 percent male. Part-time students were 82 percent female and 18 percent male. Since male students are somewhat older than female the larger percentage of male full-time students might be accounted for by a greater proportion of them identifying librarianship as a second-career and pursuing it more aggressively.

Thirteen schools counted full-time male enrollments of over 30 percent: Brigham Young, Chicago, Clarion, Columbia, Emory, Hawaii, Kentucky, Louisiana, Missouri, Montreal, Pittsburgh, Southern Connecticut and Wisconsin-Milwaukee. Since most of these schools are in the eastern half of North America it might be argued that the male population in the west has not yet caught on to the challenges of the profession.

Minority enrollment for the master's degree for those students reporting ethnic origin was 9 percent of the total at 61 schools. this was slightly down for American Indians (.2 percent versus .4 percent); slightly up for Asian-Pacific (2.8 percent versus 2.5 percent): slightly up for Blacks (4.4

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*However, the 1985 re-accreditation of Emporia brings this number to 5,585.45 FTE since the 1984 students enrolled in that program received accredited degrees retroactively.

percent versus 4.2 percent) and slightly down for Hispanics (1.6 percent versus 2 percent) from 1983.

Only twenty-three schools counted minority students as 5 percent or more of total enrollment in any category. Asian-Pacific enrollment was highest at Hawaii (30.6 percent) followed by Clarion (12 percent), Brigham Young (10.2 percent), Rutgers (6.6 percent), Queens (6.3 percent), Buffalo (6.1 percent) and Maryland (5.3 percent).

Atlanta (80.4 percent) and North Carolina Central (44.1 percent) had the largest Black enrollments followed by Pratt (15.6 percent), North Carolina-Greensboro (8.8 percent), Florida (8.4 percent), St. John's (8 percent), Michigan (7.8 percent), Buffalo (7.5 percent), Louisiana (7.4 percent), Queens (7.1 percent), Maryland (6.1 percent), South Carolina (5.9 percent) and Southern Mississippi (5.5 percent).

Hispanic students comprised 10.3 percent of Arizona's student body, 7.8 percent at South Florida, 6.6 percent at Southern California, 5.7 percent at Pratt and San Jose and 5.2 percent at Texas. American Indians were represented poorly across the nation with only two schools, Oklahoma and Pratt, enrolling more than two students in this category.

A minority enrollment at ALISE member schools of only 9 percent indicates that a great deal of effort needs to be exerted to attract minority students commensurate with their representation among college graduates. Nearly one-third (29.4 percent) of all Black enrollments were at only three schools (Atlanta, Pratt and North Carolina Central); one-fourth (26.2 percent) of all Hispanics were at three schools (Arizona, South Florida, Southern California) and one-fourth of Asian-Pacifics were at two schools (Hawaii and Maryland). Aside from these schools minority representation continues to be poor throughout North America.

In fall 1984 students stayed closer to home than did students during 1983. At the 55 schools reporting 20.4 percent of the students were from out-of-state or Province compared to 24 percent in 1983. Of twenty-six schools whose out-of-state or Province enrollments exceeded the national average (Alabama, Arizona, Atlanta, Brigham Young, British Columbia, Chicago, Clarion, Columbia, Dalhousie, Denver, Drexel, Emory, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Michigan, Missouri, North Carolina, Peabody, Southern Mississippi, and Wisconsin-Madison) six drew more than 40 percent--Chicago (64 percent), Dalhousie (59.4 percent), Alabama (49 percent), North Carolina (46.7 percent) Emory (44.4 percent) and Atlanta (41 percent).

Schools with the highest in-state or Province enrollments were Alberta (96.1 percent), Kent State (96.1 percent), North Carolina Central (97.1 percent), Northern Illinois (97.4 percent), North Texas State (90.5 percent), Oklahoma (95.5 percent), Pratt (91 percent), Queens 97.8 percent), Rosary (95.2 percent) Rutgers (91.8 percent), South Florida (93.1 percent), Texas Woman's (93.1 percent), Toronto (90.4 percent) and Wisconsin-Milwaukee (90.5 percent).

International student enrollment at the master's level with 61 schools reporting was 419, up from 1983 (when only 57 schools reported) by 42. Over two-thirds of all international students were from 11 nations: Taiwan (26 percent), China (7.9 percent), Korea (6.2 percent), India (5.3 percent), Malaysia (4.3 percent), Nigeria (3.8 percent), Japan (3.6 percent), Hong Kong, Kuwait, (each 2.9 percent), Saudi Arabia (2.6 percent) and Indonesia (2.4 percent). The remaining 32.1 percent were from 79 different nations.

Scholarship funds awarded to master's students ranged from $750 at one school to $286,118 at another. This was a much tighter range than 1983 when the low was $550 and the high $302,529. The male/female distribution of awards was generally equitable but seventeen schools supported male students at levels exceeding their percentage of enrollment. Several observers have pondered the continuing trend to pay male graduates more than female graduates for entry level positions. Scholarship data seem to indicate that males garner a disproportionate share of scholarships during their studies as well. Assistantship awards seem to be distributed more in proportion to male/female enrollments but several schools awarded assistantships to male students at a level greater than their overall share of the master's population.

There were 3,674 master's degrees awarded in 1983-84 (63 schools reporting) down by 110 degrees from 1982-83. This year marks the fewest degrees awarded since these data began to be collected by ALISE in 1979-80.

The 63 schools granted a mean of 58 degrees with a range from 20 to 149. Women earned 80.1 percent and men 19.9 percent of these degrees--nearly the same ratio as 1982-83 when women earned 80.2 percent and men 19.8 percent.

Ethnic data were provided for only 3,010 of the 3,674 master's graduates. Of these .16 percent (5) were American Indian, 2.2 percent (66) Asian-Pacific; 3.3 percent Black (99), 1.7 percent (51) Hispanic; and 92.7 (2,789) white. This is a decline from 1982-83 for Blacks by .9 percent but an increase of .4 percent for Hispanics and .3 percent for Asian-Pacifics.

The overall percentage degrees granted to minorities fell to 7.4 percent (down from 7.6 percent in 1982-83). International students accounted for 3.6 percent of all degrees.

Doctoral Students

Doctoral enrollment held steady in 1984 with 290.04 FTE enrolled in 24 ALISE member programs. Full-time doctoral students were 41.9 percent male and 58.1 percent female. Part-time doctoral students were 35.1 percent male and 64.9 percent female.

Minority enrollment in doctoral programs was much stronger than in master's programs. Of the 381 doctoral students for whom ethnic data were provided 12.1 percent were minorities. Of these .8 percent were American Indian; 2.9 percent Asian-Pacific; 1.6 percent Hispanic and 6.8 percent Black. Five schools (Berkeley, Los Angeles, Chicago, Maryland, and Syracuse) reported no minority enrollment at the doctoral level.

Ninety-one international students were enrolled in doctoral programs. Saudi Arabia, with 12, accounted for the largest number followed by Korea

(8); Nigeria (7); India (5); China, Iran, Taiwan and Thailand (4); Jordan and Mexico (3); and Costa Rica, England, Hong Kong, Indonesia, Iraq, Lebanon and Pakistan (2). Eighteen other nations accounted for one student each.

Eighty-one doctoral degrees were awarded in 1983-84. Of the 80 for which gender data were provided 45 percent went to women and 55 percent to men. Ethnic data were reported for 63 of these degrees. At the doctoral level minority representation was stronger than at the master's level with 20.6 percent of the degrees awarded to individuals identified as Black (15.9); Asian Pacific (3.2 percent); or Hispanic 1.6 percent). No American Indian received doctorates over this period. Seven degrees were awarded to international students.

Post-Master's Students

Thirty-three ALISE member schools provided data on Post-Master's enrollment. These students were 19.3 percent male and 80.7 percent female. The majority were enrolled part time (77.9) for a total of 150.81 FTE. Five schools, Berkeley, Drexel, Illinois, Pittsburgh, and Syracuse, accounted for nearly half (48.4 percent) of the post-master's enrollment.

Only 8 percent of the post-master's students were from minority groups: 1 American Indian, 1 Asian Pacific, 1 Hispanic and 8 Black.

Post-master's degree recipients at 18 schools reporting were 88 percent white. Three Blacks, 3 Hispanics, and one Asian-Pacific earned these degrees in 1983-84. Nine international students also earned post-master's degrees.

Other Graduate Students

Those students taking library and information courses at the graduate level as service or cognate courses accounted for 7 percent of FTE enrollment at ALISE members schools (54 schools reporting). Over one-fifth of the enrollment at four schools was in this category: Alabama (21 percent); Northern Illinois (35.7 percent); Peabody (28.4 percent) and South Florida (26.6 percent).

Undergraduate Students

While it might be presumed that a renewed emphasis on undergraduate library and information science education would show up in enrollment statistics the 1984 undergraduate FTE did not exceed the 1982 high mark of 826.9 FTE (37 schools reporting). In 1984 38 schools reported undergraduate enrollment of 820.1 FTE.

Those schools with the greatest undergraduate enrollments were Alberta (66 FTE); Ball State (108.84 FTE); Montreal (58.66 FTE); Southern Connecticut (77 FTE); and Texas (78 FTE). Undergraduate enrollment accounted for significant portions of total FTE enrollment at Alberta (45.5 percent); Arizona (22.2 percent); Ball State (87.5 percent); Clarion (27.8 percent); Drexel (20.9 percent); Iowa (19.5 percent), Missouri (36.4 percent); Montreal (29.3 percent); Oklahoma (20.5 percent); South Florida (25.6 percent); Southern Connecticut (37.8 percent); Southern Mississippi (18.3 percent); Syracuse

(29.6 percent); Tennessee (18.9 percent); Texas (32.8 percent); and Texas Woman's (19.6 percent).

CURRICULUM

Two schools increased credit hour requirements for the master's in 1983-84: Northern Illinois from 30 to 39; and Wisconsin-Madison from 30-36. Louisiana decreased its hours from 43 to 37. Post-master's requirements increased at Kent (12 to 24); Texas (12 to 24); and Wisconsin-Madison (18 to 24).

Joint degree programs listed in 1983-84 that were not listed in 1982-83 included Catholic (History; Education, MA; Education, DED; Law; Biology; American Civilization; and Musicology); Emory (History and History of Art); Louisiana (Computer Science); Maryland (Geography); Pittsburgh (Social Work and International Affairs); Rutgers (Spanish); St. John's (Pharmacology); Wisconsin-Madison (Public Administration Certificate); and Wisconsin-Milwaukee (Geography). Clarion, which listed a joint degree with Communication in 1982-83, did not do so in 1983-84.

Entrance requirements changed slightly in 1983-84. Only two schools required undergraduate library science courses as prerequisites (down from 3 in 1982-83); three required a foreign language (down from 4 in 1982-83); 57 schools required entrance tests such GRE/MAT/TOEFL (up from 52 in 1982-83); and 17 schools required interviews (down from 21 in 1982-83).

Off-campus courses were offered by 31 ALISE member programs (up from 28 in 1982-83). Indiana with 35, Long Island with 22, Kent with 14, and Northern Illinois and South Florida with 12, were most active.

New courses were added in many areas with technology the chief area for expansion--twenty new courses had microcomputers as their primary focus. The table below provides a comparison of courses added and dropped over the last two years.

Total Number of Courses Added and Dropped by Subject Areas*

Subject Areas	Number of Courses Added		Number of Courses Dropped	
	82-83	83-84	82-83	83-84
Technology	36	46	3	1
Management	25	21	7	5
Resources & Services	17	12	18	5
Librarianship	23	12	15	11
Processes	24	14	15	15
School/Media	6	4	4	20
Special Group & Types	7	0	12	4

*Some courses categorized as miscellaneous or otherwise in the 1982-83 report have been recategorized here to assist in comparison. However, these groupings are quite general.

Clearly the increase of courses in technology and management predominates while courses in services to schools and special publics has declined.

Only one course was added for a special group (handicapped) while two courses in minority services and one in outreach disappeared.

INCOME AND EXPENDITURES

Income for ALISE member schools increased 2.6 percent overall during 1983-84. The average income was $683,588 with a range of $219,988 to $2,539,112. The majority of schools (31) increased their income from 1-10 percent but 13 experienced decreases at the same level.

Frequency distribution of income shows one program $900,000 above all others. Thirteen schools were funded at $1,000,000 or more while 37 were funded below $500,000. If institutional benefits (Table IV-12a) are factored in, however, the picture appears brighter. The institutional benefits include tuition remissions, library assistantships, and library funds. A number of schools reported very substantial increases in these benefits including a $150,720 increase for one program. However, even if these funds were factored in, the top-program remains in first place since, with institutional support added, its 1983-84 income was $3,272,948.

Most programs received the largest portion of their support from the parent institution (87.4 percent). Federal funding overall declined by 1 percent from 7.15 percent of total in 1982-83 to 6.15 percent in 1983-84. However, "other" support increased, as it has steadily since 1978-79 to 6.45 percent of total support--1.38 percent more than in 1982-83.

Federal funding ranged from $774,680 with 44 schools receiving government support. The average amount was $61,131. Programs granting doctoral degrees averaged $55,974 while non-doctoral institutions averaged $34,204.

Most expenditures were on salaries and wages with 75.5 percent of all money spent in this category. This is a slight increase over 1982-83 by 1.29 percent. Funds spent on teaching and administration decreased by .82 percent while library support increased by .14 percent. Student aid accounted for a .62 percent increase and continuing education support decreased by .44 percent. Research support was the big loser in 1983-84, down 1.83 percent.

Of the 26 schools supporting their own library a mean of $59,152 was spent. High was $270,770 and low was $422.

Teaching and administration expenses were highest for equipment with a mean expenditure of $13,122 and a range of $500 to $82,685. Communication was also expensive with a mean expenditure of $11,268.

Although computing expenditures declined from a mean of $12,189 in 1982-83 to $10,416 in 1983-84 and the range was compressed from $768 - $72,750 in 1982-83 to $86 - $44,500 in 1983-84, these figures most likely reflect increased use of microcomputers. Microcomputer costs are dispersed into equipment (units) and supplies or research (software). Since most online costs are absorbed in the communication category it is likely that the "computing" category will continue to decline.

Travel expenditures declined slightly to a mean of $7,168 for 63 reporting schools. The range also compressed with the high of $47,222 nearly

$14,000 below the high in 1982-83. Dean Summer's concern over travel expressed in the better funded year of 1982-83 bear repeating. Professionally active and growing faculties are poorly served by diminishing travel support.

Once inflation is factored into the overall support picture it is evident that **library and information science education** programs are not thriving. Increases in income have not kept pace with the consumer price index and federal support, overall, has not been forthcoming.

CONTINUING PROFESSIONAL EDUCATION

In 1983-84 52 schools offered 553 continuing education events with 4,587.5 hours of instruction to 18,522 individuals. This is a decline from 1982-83 by 2 percent in the number of events; 12.5 percent in hours of instruction and 19 percent in the number of students enrolled.

Schools that led in continuing education programming were Columbia (23 events, 242 enrolled); Dalhousie (25 events, 1,180 enrolled); McGill (38 events, 407 enrolled); Pittsburgh (24 events, 666 enrolled); Washington (34 events, 966 enrolled); and Wisconsin-Madison (44 events, 916 enrolled). These six schools (11 percent of those reporting continuing education activities were responsible for 33.4 percent of the continuing events and for 23.6 percent of all enrollments.

The five-year analysis of types of events (Table V-8) shows a great increase in enrollments in short courses for credit--up by 834 to 1697 over the 1982-83 figure of 863. This accounted for slightly over 9 percent of all continuing education enrollments in 1983-84.

Without information on each school's particular configuration of continuing education goals and objectives, varying state requirements for school certification or student demographics it is not possible to suggest actual reasons for the increase in for-credit continuing education. However, these factors are most likely of some import. If part-time students are on the increase (as shown by the "Student" section) then short-courses for credit may be of convenience to those requiring flexible scheduling. Also, as different states change their requirements for school library media certification, some schools may be responding with short courses to accommodate the need of school personnel to continue their education in a degree-granting mode. Finally, with limited resources to provide continuing education activities there may be some "doubling up" of goals by schools that are implemented by offering short courses that at once provide credit for students requiring it and also continuing professional education for those in the field that have identified their own particular continuing education needs. These speculations admittedly, are suggested without knowledge of the full context of each school's social and political influences, but do suggest factors to be considered in the future as these statistics are used to develop a profile of continuing education needs and delivery modes.

The geographic target groups of various reporting schools may say something about individual perceptions of role. Illinois, often listed near the top in rankings, indicated no local or state targeting of CE events. Other schools with large national target audiences were California-Berkeley, Columbia, Florida State, and Peabody-Vanderbilt. Only one of these schools has no doctoral program.

Financial support for continuing education in 1983-84 was primarily from fees which account for 76 percent of funding at twenty schools. Eleven schools supported their activities solely from fees while nine schools supported theirs solely through institutional support. Federal funds provided support at only two institutions. Tables V-17, V-18a indicate methods of determining compensation. Outside instructors were mainly compensated by a negotiated fee while 50 percent of the schools included continuing education as part of faculty's regular teaching load.

Most schools used a combination of management to provide continuing education in 1983-84. Overall deans and directors accounted for 57 percent of coordination, followed by a designated faculty coordinator (46 percent). At seven schools the dean or director assumed full responsibility and at six schools designed coordinators did so.

Perhaps most striking vis-a-vis the continuing education data is the scope and breadth of the offerings. However, from the data collected we do not know the topics nor can we assess the extent of inter-relationships between other continuing education providers. While the report provides good data on the shape of what is happening in the schools it does not, as presently configured, provide information on the content of what is being offered. This writer believes that the role of continuing education may be fruitfully opened up to scrutiny in future years in collaboration with the ALA Continuing Library Education Network and Exchange (CLENERT). The years of hard data collected in the ALISE statistics should provide this new planning group with information for future direction.

ASSOCIATE MEMBER SCHOOLS

Faculty

As Professor Purcell points out in his introduction to Part Ia of the "Faculty" section the number of reporting institutions among associate member schools has varied considerably over the reporting years. These variances make longitudinal reporting inconsistent and it is difficult to identify trends and directions. Of the nine associate member schools reporting in 1984-85 some data were missing for some tables so even generalizations about the nine are difficult.

Also, Emporia State University regained accreditation as of July 9, 1985 and its faculty will be hereafter counted among ALISE member schools. Since good data were received from Emporia their inclusion in this year's summary will make it difficult for next year's analyst when Emporia's data are again recorded among member schools.

Perhaps most valid is salary comparison between ALISE member and associate member programs. Median dean and director salaries at associate member schools on fiscal year appointments were $4,616 less than their counterparts at ALISE member schools. The only other faculty rank for which comparable data are available is for assistant professors on academic year contracts. At this level the median salary for associate member assistant professors exceeded the median level salary for ALISE member assistant professors by $905.

Students

Student data for associate member schools are treated in separate tables in the "Student" section. In fall 1984 associate member master's degree enrollment was 137.58 FTE for seven schools that reported in this category. Undergraduate enrollment was 82.19 FTE for four schools. With so many associate members not reporting it is not fruitful to analyze these data for trends.

Six associate member schools reported awarding 146 master's degrees. Twenty-two were to white males; one to an international male student; three to Asian Pacific females; four to Black females and one to an Hispanic female. White females accounted for the remaining 115 master's degrees awarded.

Continuing Education

Three associate member schools reported nine continuing education events with enrollments of 225. Emporia was responsible for five of the events and 68 percent of the enrollment.

CONCLUSION

Summarization of these data left this writer with two divergent impressions: 1) the mass of information is difficult to analyze meaningfully; 2) there are many more questions that need to be asked.

The service provided library and information science education by the authors of the five reports is great. Through their careful gathering and compilation of data others of us are able to identify areas in which we are weak or strong, argue within a national context for budget justifications, and learn more about trends and directions of education in the eighties.

Additional questions that might be asked include: what areas of continuing education are strongest? what number of minority students receive financial support? what are the number of contact hours for students for each course? what amount of funds are spent on online services? or what are the reasons for curricular change?

However, the intersection of the need to know with an acceptable paperwork burden to responding schools seems to be well met in the individual reports of this year's statistics. Each author has contributed greatly in time and effort to a volume that is central to the continuing development of education for the information professions.